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THE VARIATIONS IN THE ROLE OF THE PRINCIPAL

by



DR. GARY WILSON

VARIATIONS IN ROLE

OF PRINCIPAL

THE UNIVERSITY OF ALBERTA

THE RELATIONSHIP BETWEEN SELECTED CHARACTERISTICS
AND VARIATIONS IN THE ROLE OF THE PRINCIPAL

by



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A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE
OF MASTER OF EDUCATION

DEPARTMENT OF EDUCATIONAL ADMINISTRATION

EDMONTON, ALBERTA

SPRING, 1971

UNIVERSITY OF ALBERTA
FACULTY OF GRADUATE STUDIES

The undersigned certify that they have read, and
recommend to the Faculty of Graduate Studies for acceptance,
a thesis entitled THE RELATIONSHIP BETWEEN SELECTED
CHARACTERISTICS AND VARIATIONS IN THE ROLE OF THE PRINCIPAL
submitted by Karl Olov Rudolf Andersson in partial fulfillment
of the requirements for the degree of Master of
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ABSTRACT

This study was undertaken to determine what relationships existed between selected situational, personal, and professional characteristics of principals and (1) their performance role as indicated by the amount of time they spend on various activities, and (2) their preferred roles as shown by the judged significance they attach to these various activities. Also, the investigation attempted to determine any relationship that might exist between the principal's preferred role and his performance role for every category included in the study. The data was derived from the 707 principals who participated in a larger study which solicited responses from all Alberta principals in 1966.

Chi square tests were used to find what contingencies existed between the various characteristics of principals and the individual activities which formed a part of their overall duties as a principal. Kruskal Wallis tests were used to determine the relationships between the 1) performance, and 2) the preferred role profiles and the selected characteristics of principals. The Spearman's Rho rank correlation technique was used to determine the extent of correlation existing between the performance and preferred profiles for each of the categories included in the study.

While the results of the tests showed no significant relationships between any of the overall role profiles and the selected characteristics, certain significant contingencies were found between some individual activities and the various categories investigated. Generally, less highly trained principals, less experienced principals, principals less active in the Council on School Administration, principals of smaller sized schools, and principals of schools with lower grade levels reported spending significantly more time and attaching more importance to the activity of teaching classes than did all other categories of principals. Also, in addition to the categories of principals specified above, senior high school principals showed a significant degree of correlation between their performance and preferred roles.

ACKNOWLEDGEMENTS

The author is grateful to all the principals who extracted from their busy schedule sufficient time to complete the original questionnaire which supplied the data for at least one other study besides this one; without their valuable participation these studies would not have materialized.

Special gratitude is felt for Dr. Miklos, Adviser, for the invaluable advice and assistance extended to the writer during this undertaking.

In like fashion, the comments extended by Dr. Ratsoy were appreciated.

Finally, the writer wishes to acknowledge the great encouragement and patiences extended by his wife, Edith.

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CHAPTER I

INTRODUCTION

The principalship may be considered a key administrative position in any educational system. Consequently, the elements of which it is composed are worthy of the attention of educators in general. In spite of its significance, the principal's role has not been clearly defined, and little is known about how variations in situational factors from school to school and from time to time affect this role. Situational factors are of interest to practicing administrators who are concerned about their own effectiveness in relation to the school and the students in their charge. These administrators legitimately wonder which of the numerous tasks which they might perform promises to be the most significant one for their situation and which appears to be the least significant. This study investigated relationships which may be useful in the further analysis of problems associated with the role of principal.

THE PROBLEM

The general purposes of this study were (1) to examine selected activities of principals in order to determine what differences, if any, exist between varying types and sizes of schools within which principals render service,

and (2) to examine the relationship of these same activities to selected professional characteristics of principals. It was assumed that principals who possess certain characteristics and who work in a specific type and size of school devote varying amounts of time to some selected activities in the performance of their duties but are relatively more consistent in devoting time to other selected activities than principals working in different sizes and types of schools. Moreover, it was assumed that these principals attribute varying amounts of significance to some selected activities but are relatively more consistent in attributing significance to other selected activities.

Accordingly, it was expected that the situational factors of school size and type as well as some personal and professional characteristics are related to some selected activities which are included in the principal's role. In other words, it was anticipated that certain activities are described as more important and are accorded more significance than other activities according to selected personal and professional characteristics of principals and according to schools which are classified in selected ways.

The following sub-problems were therefore investigated:

1. Is the number of hours per week spent on the various activities of principals related to such variables as school size, school type, school district type, the extent of the principal's activity in the affairs of his professional association, i.e., the Council on School Administration, the extent of the principal's administrative preparation, the total amount of the principal's educational preparation, the number of years of experience as a principal, and the total number of years of educational experience?

2. Is the judged significance which principals attach to their various activities related to such variables as school size, school type, school district type, the extent of the principal's participation in the affairs of his professional association, the extent of the principal's administrative preparation, the total amount of the principal's educational preparation, the number of years of experience as a principal, and the total number of years of educational experience?

IMPORTANCE OF THE STUDY

It has been noted that prior approaches to the development of the principalship "are rather unstructured and lacking in continuity," and that what is needed is "a clearly conceived image of the principalship--a comprehensive concept of the tasks which the principal is required to

perform."¹ Much force is added to this argument by virtue of the fact that more than one definition of the role of the principalship in Alberta does indeed exist. Enns states:

...one could assess the appropriateness of the tasks being performed by principals in particular schools. One might say ... that there is no one role of the principal, but rather many different roles, depending upon the size and kind of school, the kind of community, the kind of staff, and the kind of resources. Thus when we speak of the changing role of the principal, it is really not the role which is changing. It is the school which is different and we are saying that the role of principal of one kind of school is different from the role of the principal in another.²

and he continues to state that:

If the role has not changed very much, then we must attempt to define it more clearly. One way of doing so is to examine the kinds of tasks to be performed in specific situations.³

Further, the possibility of discrepancies existing between the actual time spent on various activities and their perceived significance is a matter which continues to

¹Lawrence W. Downey, "The Skills of an Effective Principal," The Canadian Administrator, I (December, 1961), 11-12.

²F. Enns, "The Principalship: An Overview and a Perspective," in The Principal and Educational Change, E. Miklos and F. E. Farquhar, (editors), The 1966 Leadership Course for School Principals, The University of Alberta, Edmonton, 1966, p. 4.

³Ibid., p. 5.

plague principals who are interested in improving the effectiveness of their performance. In his study of the duties of principals and vice-principals, Fenske observed inconsistencies between the tasks principals actually performed and the ones they reported they would like to perform.⁴

In recent years the size of schools has generally been increasing and the atmosphere which pervades many Alberta schools appears to foster change and innovation; it is also likely that the administrative function within these schools has changed. Changes in the purposes, size, and structure may have been accompanied by modifications in the roles of the participants, as well. The attempt to identify and to interpret the variations which may have been thus induced into the actual and perceived roles of the principal may indicate factors that can be modified or controlled to improve the overall effectiveness of role performance.

DEFINITION OF TERMS

Activities of Principals

Activities of principals refer to the acts performed

⁴Melvin Fenske, "Administrative Duties of Principals and Vice-Principals in an Alberta School Division" (unpublished Master's thesis, The University of Alberta, Edmonton, 1963), p. 93.



by the principal throughout his working week in the fulfillment of his assumed responsibilities and duties. Each activity consumes time and is considered to have a degree of importance which varies with the individual principal.

Role of the Principal

The role of the principal is the sum total of all the activities within the scope of his responsibilities; a specific activity is included in the role regardless of the amount of time devoted to it or the degree of significance attached to it.

Performance Role of the Principal

The performance role of the principals consists of the actual activities carried on by him throughout his work week. This role is reflected in terms of hours per week spent on each of the individual activities included in the principal's role.

Principal's Preferred Role

The preferred role of the principal consists of the pattern of judged significance that evolves from the extent to which he attaches importance to the individual activities included in his role.

Judged Significance

Judged significance refers to the degree of importance

which may be attached to an activity of a principal relative to all the other activities in his role.

LIMITATIONS, ASSUMPTIONS AND DELIMITATIONS

Delimitations

This study includes the 707 respondents who completed the 1967 Research Project Questionnaire on the Alberta Principalship.* The scope of the thesis is defined by the items included in this questionnaire.

Assumptions

In order to use the data gathered in the Research Project on the Alberta Principalship, it was necessary to assume the following:

1. The questionnaire designed for the above research project provides valid and reliable measures of all the variables under consideration.

2. The fourteen activities identified in the questionnaire together form a sufficiently complete picture

*This instrument was designed by E. Miklos, Department of Educational Administration, The University of Alberta, to gather data for a research project about the Alberta Principalship and was sponsored by the Council on School Administration, Alberta Teachers' Association. It was administered in 1967 and was transferred to IBM cards prior to the undertaking of this study.

of the principal's responsibilities to form a reliable description of his role.

3. The principal is an adequate "reporter" for describing his actual and perceived roles.

Limitations

The major limitations which may affect this study are:

1. The questionnaire which formed the source of the data has not been tested for reliability.

2. The lack of internal consistency in the questionnaire and external inconsistency in the principals responses may give a distorted picture of the data.

3. The questions used to assess the principals' roles may neglect some areas which are significant in describing the roles.

4. Principals who attach the same degree of significance to various activities may report it differently.

ORGANIZATION OF THE THESIS

The present chapter includes an introduction to the

problem, statements of the problem, definitions, delimitations, assumptions, and limitations. The remainder of the study is organized as follows: Chapter II deals with the theoretical framework and related literature; Chapter III explains the instrumentation and data collection; Chapter IV covers the analysis of the data, Chapter V discusses the results of the analysis of the hypotheses, summarizes the findings, and deals with their implications for administrators and further research.

CHAPTER II

THEORETICAL FRAMEWORK

As described earlier in the statement of the significance of this study, the role of the principal in Alberta is performed in numerous ways. As a result of a changing scene in education, a new role definition is emerging and is gradually supplanting the traditional one. Moreover, role performance in the principalship may in fact vary from school to school as the type or size of school, or even the personal attributes of each principal, vary. In this chapter the traditional and the emerging role of the principal is examined. Also, role theory is reviewed and perception in administration is discussed; finally, the questions which form the core of this study are posed, followed by the hypotheses that were developed from them.

THE PRINCIPALSHIP IN ALBERTA

A change has been taking place in the principalship over the last twenty years or so which, as Downey suggested some years ago, may not have as yet completely run its course:

Though indeed, many principals continue to operate in the old tradition, a new image of the principal is emerging--an image that places the principal in a relationship to the school as whole, as the superintendent

is to the district, or as the teacher is to the classroom.¹

On the basis of these remarks, it can be concluded that the conception of the traditional role of the principal is different from the conception held today. Formerly, the principal was regarded as a head teacher who was frequently appointed on the basis of his ability to meet the community's expectations of the 'good' teacher worth retaining in the community. But even after receiving his higher designation, the traditional principal still continued teaching for a large part of his time, but assumed the added responsibility for "organization and routine tasks."²

The transition from the traditional role to the modern one is still in progress as is indicated by the fact that "while some of the routine and clerical functions still remain . . . there is more emphasis on supervisory activities."³ Cheal, Melsness and Reeves explain the delay in progress may be due to two reasons: that the responsibilities and duties of principalship "are partly governed by laws and regulations" some of which may be out of date; and

¹Lawrence W. Downey, "The Skills of an Effective Administrator," The Canadian Administrator, Vol. 1, No. 3., (December, 1961), p. 11.

²John E. Cheal, Harold C. Melsness and Arthur W. Reeves, Educational Administration: The Role of the Teacher (Toronto: MacMillan Company), 1962, p. 242.

³*Ibid.*

that the responsibilities and duties should "be governed by the principles of good administrative practice."⁴ Herein lies the inference that the emerging role of principal is not yet as widely understood as it could be by principals themselves because they appear to be hampered in part by outmoded restrictions and in part by a lack of competence in executing the known techniques of sound administration.

The school itself, as a formal organization, has been undergoing change through recent years as a result of the pressures emerging in a society that is also undergoing change. Heightened desires for more and higher quality education have led to an increase in the curricular offering and to longer retention of students. It has also led to larger, more comfortable and more centralized school plants. Moreover, it has enabled the inclusion of additional educational services such as, for example, guidance, library and audio-visual assistance.

Because of the effects of change upon the formal organization of the school with its subsequent influence upon the principals' role, and because of relatively recent developments in the study of educational administration, a generally acceptable theory about the duties of the principal has yet to be developed. Such a framework for viewing the

⁴Ibid.

functions associated with the role of principal would be desirable; the difficulties encountered with the existing ones are clearly summarized by Campbell, Corbally and Ramseyer when they say:

The task approach to administration is not characterized by any highly developed theory. At best, the organization of the tasks into operational areas is a taxonomy. This classification, however, brings a certain order to the field which will prove useful to both student and practitioner of administration.⁵

The same authors then set out the six categories which they think represent a convenient grouping of administrative tasks: school-community relationships, curriculum and instruction, pupil personnel, staff personnel, physical facilities, and finance and business management.⁶ Although all six of these are descriptive of administration at the school district level, certainly the first five of them generally cover the major task areas of the principal as well.

Another writer, Griffiths, developed a similar framework in a job description of the principalship after drawing the conclusion that different principalships, such as those of an elementary school and a high school, basically differed merely in degree and not in kind. He set out the functions

⁵ Ronald F. Campbell, John E. Corbally and John A. Ramseyer, Introduction to Educational Administration (Boston: Allyn and Bacon, 1966), p. 96.

⁶ Ibid.

of the principalship within four broad areas of responsibility as follows: the functions under improving the educational program are operation of the existing program, evaluation, and revision; the functions under selecting and developing personnel are selection and dismissal, personnel policies, personnel relationships, orientation and in-service growth, and pupil personnel problems, the functions under working with the community are knowing the community, participating in it, community participation in the school, and interpreting the school; the functions under managing the school are organizing the staff, determining needs, use and maintenance of facilities, and keeping records.⁷

The same writer enlarged this job description by including an explanation of the three basic types of skills required by the principal under each function: technical skills, human skills, and conceptual skills.⁸ Thus, Griffiths holds high expectations for the principal who can fulfill the requirements of this job description and indicates this with his concluding statement that, "only fully prepared, competent administrators should be expected to handle a principalship that carries the above job description."⁹

⁷ Daniel E. Griffiths, and others, Organizing Schools for Effective Education (Danville, Illinois: The Interstate Printers and Publishers, 1962), pp. 172-185.

⁸ Ibid.

⁹ Ibid.

The third approach to developing a framework for viewing the emerging concept of the principalship is based upon its four component specific skills as first identified by Katz¹⁰ and later elucidated by Downey¹¹ and by Reeves.¹² The skills which correspond to the specific roles are: technical-managerial, human-managerial, technical-educational, and conceptual skills. The technical-managerial skills cover such aspects as class schedules, supplies, equipment, buildings and finances; the human-managerial skills are those which help the principal work effectively with people, to stimulate their efforts and to encourage their talents; the technical-educational skills refer to general competence in the various fields of education, such as curriculum, learning methods, and programming; and the conceptual skills enable the principal to view the organization as a whole and sense the need for reinforcements or change.¹³

While the three foregoing frameworks seem more like taxonomies than like theories of administrative functions, they are nonetheless a purposeful way of bringing the tasks of principals into sharper focus. However, for the purpose

¹⁰Robert L. Katz, "Skills of an Effective Administrator: Harvard Educational Review, Winter, 1955.

¹¹Lawrence W. Downey, *op. cit.*, p. 12.

¹²A. W. Reeves, "Trends in Canadian School Administration: The Canadian Administrator, Vol. 2., No. 1 (October, 1962), p. 2.

¹³*Ibid.*, pp. 2-3.

of viewing the position of the principal it may be better to select an alternative perspective. One such perspective is based on role theory.

ROLE THEORY IN ADMINISTRATION

Central to the theme of role theory in administration is the assumption that the administrator's behavior is governed by his perception of his role, and further, that his experiences and his situation influence his perception.

Role theory purports to explain the behavior of persons in social systems in terms of the perceived expectations held for their position relative to other positions and in terms of their personal environments. According to Lonsdale, an organization is a social system "made up of people who occupy various 'positions' in vertical (hierarchical) and horizontal relationships to each other."¹⁴ The way people in these positions behave is affected by the way they think they are expected to behave. The sum of all the expectations applied to the incumbent of a position becomes the role associated with that position. In a similar view, Sarbin asserts that "a role is a patterned sequence of

¹⁴Richard C. Lonsdale, "Maintaining the Organization in Dynamic Equilibrium", Behavioral Science and Educational Administration, pp. 142-177. The 63rd Yearbook of the National Society for the Study of Education, Part II (Chicago: University of Chicago Press, 1964), p. 149.

learned actions or deeds performed by a person in an interaction situation."¹⁵ Therefore, four basic ideas are central to role theory in general. These are that (a) individuals (b) in social locations (c) behave with reference to (d) expectations.¹⁶ Consequently, in its attempt to explain complex human behavior, role theory draws its basic units from the social sciences of anthropology, sociology and psychology. This is asserted by Sarbin when he states that, "the broad conceptual units of the theory are 'role', the unit of culture: 'position' the unit of 'society' and 'self', the unit of personality."¹⁷ These units have been combined in a particularly useful model for viewing role theory which was developed by Getzels and Guba. This model contains two major dimensions: the nomothetic dimension which reflects the roles and expectations that will fulfill the goals of the institution; and the idiographic dimension which refers to the personalities and need-dispositions of the individuals within the system.¹⁸ Getzels and Guba postulate that the behavior of individuals within the system is a function of the role and personality dimensions.

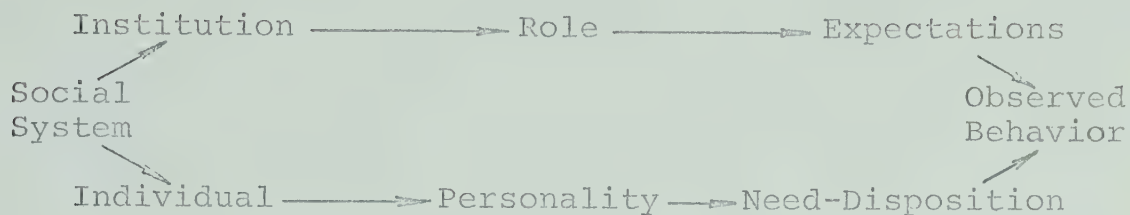
¹⁵T. R. Sarbin, "Role Theory", Handbook of Social Psychology, Vol. 1, Gardner Lindzey, (editor), Cambridge: Addison-Wesley, 1956, p. 225.

¹⁶M. Gross, W. S. Ward and W. A. McEachern, Explorations in Role Analysis (New York: John Wiley and Sons, 1958), p. 17.

¹⁷T. R. Sarbin, op, cit., p. 223.

¹⁸Jacob W. Getzels and E. G. Guba, "Social Behavior and the Administrative Process", The School Review, LXVI (1957), p. 424.

NOMOTHETIC DIMENSION



IDIOGRAPHIC DIMENSION

FIGURE 1

GETZELS - GUBA SOCIAL SYSTEM MODEL

The portion of the individual's behavior which is attributable to one dimension or the other will vary from person to person and from situation to situation.

PERCEPTION

Role theory, particularly that aspect of it which deals with perception, offers insight into the way in which principals attach varying degrees of significance to their various activities. Principals "see" certain expectations held by the reference groups around them which affect the manner in which they set priorities upon their various tasks. They seem to have a certain need-disposition which must be reconciled with these expectations as they assign each activity its order of importance in their view. In Sarbin's definition of it, perception is seen as "... an organized response of a person to a stimulus in a social

context."¹⁹ Many writers in administration support the premise that perception is an important factor influencing behavior. Miklos holds it is fairly evident that the behavior of an individual is influenced by his own perceptions of his role expectations.²⁰ And Griffiths concurs by arguing that the administrator's perception of his environment is the key factor in his behavior.²¹ And in like fashion, Enns points out that, "Perceptions are not simple, accurate reproductions of objective reality. Rather, they are usually distorted, colored, incomplete, and highly subjective versions of reality."²² The relationship perception bears to administrative role theory is succinctly summarized by Morin when he states:

The behavior of an individual principal, therefore will be predisposed by his own concept, or perception, of his role, based in part on his perception of the expectations held for his position by reference groups, in part upon his perception of the formal, written requirements of his position, and in part upon his desire to gratify his own pattern of need-dispositions, which is at all times influencing his perceptions.²³

¹⁹T. R. Sarbin, op. cit., p. 229.

²⁰E. Miklos, "Role Theory in Administration," The Canadian Administrator, Vol. III, No. 2 (November, 1963) p. 5.

²¹Daniel E. Griffiths, "Perception: Its Relation of Administration:", (New York: University Council on Educational Administration), p. 1 (Mimeographed) cited by L.H. Morin, "The Principal's Perception of His Role" (unpublished Master's thesis, University of Alberta, Edmonton, 1964), p. 24.

²²F. Enns, "Perception in the Study of Administration", The Canadian Administrator, Vol. V., No. 6 (March, 1966), p. 23.

²³L. H. Morin, "Role Perception and Principals," The Canadian Administrator, Vol. IV, No. 5 (February, 1965) p. 18.

It would appear from the preceding sections that whether the position of principal is viewed from the clearly postulated theory of roles or whether it is viewed from the taxonomy based on a task approach to administration, the total picture of the principal's function, his perception and his performance is at best a matter which is neither described satisfactorily nor understood completely. Therefore, it was the purpose of this study to probe deeper into the behavior of the principal with a view to examining and comparing his actual performance as he reports it with his preferred performance, in order to increase our understanding of the nature of administration in schools today.

HYPOTHESES

The transition which is taking place in the role of principal and the changing patterns of school organization associated with it have been discussed; role theory in administration and the influence of perception as a determinant of behavior have been developed above. The performance role of the principal is defined by the time he spends on his various activities and the preferred role is defined by the degree of importance which he attaches to his various activities. This leads to the two main questions which formed focal points of this study: (1) based upon the time spent on the various activities of principals, does the role of the principal vary from school to school? and

(2) based upon the judged significance of the various activities of principals, does the preferred role of principal vary from school to school?

The following hypotheses were developed to test for significant variations in the actual role of the principal and in his preferred role.

1. The number of hours per week which principals spend on various activities and the judged significance which principals attach to them are significantly related to the size of the school within which they work.
2. The number of hours per week which principals spend on various activities and the judged significance which principals attach to them are significantly related to the type of school in which they work.
3. The number of hours per week which principals spend on various activities and the judged significance which principals attach to them are significantly related to the type of school district within which they work.
4. The number of hours per week which principals spend on various activities and the judged significance which principals attach to them are significantly related to the extent to which they participate in activities sponsored by the Alberta Teachers' Association's Council of School Administration.
5. The number of hours per week which principals spend on various activities and the judged significance which principals attach to them are significantly related to the extent of their administrative preparation.
6. The number of hours per week which principals spend on various activities and the judged significance which principals

attach to them are significantly related to the amount of their total educational preparation.

7. The number of hours per week which principals spend on various activities and the judged significance which principals attach to them are significantly related to their years of administrative experience.
8. The number of hours per week which principals spend on various activities and the judged significance which principals attach to them are significantly related to their total years of educational experience.

In addition to the two important questions dealt with by the eight hypotheses above, a third major question is posed for analysis in this study. This question asks: what contingencies exist between (1) the degree of role congruence, i.e., the congruence of principals' performance roles with preferred roles, and (2) various school, personal and professional characteristics.

For convenience in dealing with all three salient questions in the analysis chapter of this thesis, each of the hypotheses above has been restated as three null sub-hypothesis. To illustrate this, the example of the first hypothesis is shown below:

School Size

Hypothesis 1.1. The number of hours per week which principals spend on various activities is not significantly related to the size of the school in which they work.

Hypothesis 1.2. The judged significance which principals attach to the various activities is not significantly related to the size of school in which they work.

Hypothesis 1.3. No significant correlation exists between the actual role and the preferred role of principals within any of the categories representing school size.

It is expected that an analysis of the eight sets of three sub-hypotheses for the variables under examination is necessary in order to generate an adequate set of results that may yield useful insights into the nature of the principalship in Alberta schools.

CHAPTER III

INSTRUMENTATION AND DATA COLLECTION

THE INSTRUMENT

The data which have been analyzed in this study were derived from part of a questionnaire prepared for a larger study.¹ The full questionnaire consisted of 108 items in eleven sections. The first nine sections of the instrument were directed toward various aspects of the principal's role while the last two sections were designed to collect school and personal information about the principal.

The first two sections in their entirety and eight items from the last two sections of the questionnaire provided the source of data used in this study. Section A, consisting of fourteen items, solicited information regarding the amounts of time principals spend upon the activities under examination. Section B contains the same items as the first section with the exception that, here, principals were asked to indicate the degree of significance they attributed to the fourteen activities described in the section. Eight items were selected from the last two sections, J and K, in order to provide the predictor variables which

¹Supra, p. 6.

Alberta. According to a list provided by the Department of Education the number contacted was 1279.² Of the 707 questionnaires returned, 613 principals gave complete responses to all the items used in this study and the remaining 94 principals gave responses to most of the items used.

The schools in the sample were classified according to size, type, and type of district, as shown in Table 1. Based on size, small schools accounted for about 30% of the group; medium schools made up about 40% of the group; and large schools made up about 29% of the group.

Based on the grade levels included in the sample, about 32% were elementary schools; about 30% contained grades I through IX; about 18% contained grades I through X, XI, or XII; only about 5% were junior high schools; about 5% were junior-senior high schools; and about 6% included grades IX through XII.

The schools in the sample represented various types of school districts. Approximately 25% of the schools belonged to school divisions; another 25% of them belonged to counties; about 30% of them were classed as city public schools; about 11% were classed as city R.C. separate

²List of Operating Schools in Alberta, Department of Education, Edmonton, Alberta, December, 1966.

TABLE 1

SCHOOLS IN THE SAMPLE CLASSIFIED ACCORDING
TO SIZE, TYPE OF GRADES INCLUDED AND
TYPE OF DISTRICT

Characteristics	Number	Percent
School Size		
Small (1-9 teachers)	212	30.0%
Medium (10-19 teachers)	284	40.2
Large (20 or more teachers)	204	28.8
No response	7	1.0
Total	707	100.0%
Grades Included		
Type 1 (grades I-VI)	225	31.8
Type 2 (grades I-IX)	212	30.0
Type 3 (grades I-XII)	129	18.2
Type 4 (grades VII-IX)	36	5.1
Type 5 (grades VII-XII)	38	5.4
Type 6 (grades IX-XII)	45	6.1
No response	22	3.1
Total	707	100.0
Type of District		
Type A (Division)	177	25.0
Type B (County)	178	25.2
Type C (City Public)	212	30.0
Type D (City R.C. Separate)	76	10.8
Type E (Town Public)	11	1.6
Type F (Town R.C. Separate)	22	3.1
Type G (Rural Public)	5	0.7
Type H (Rural R.C. Separate)	6	0.8
Type I (Others*)	13	1.8
No response	7	1.0
Total	707	100.0

*Private, Protestant, Separate, Federal Government and Consolidated.

schools; nearly 1% were rural public schools; again, nearly 1% were rural R.C. separate schools; and, approximately 1% accounted for all the private, Protestant, Separate, consolidated and Federal Government schools.

The principals in the sample were classified according to their participation in the Council on School Administration*, their length of formal administrative preparation, their total professional and academic preparation, their length of experience as a principal, and their total experience in education, as shown in Tables II and III.

Based on their participation in CSA activities over the previous two years, about 33% of the principals did not participate in the affairs of the CSA (many, perhaps, were not even members), about 23% participated in one activity, about 17% participate in two, about 12% participated in three, and about 16% participated in four or more.

With regard to the length of formal administrative preparation, about 54% of the principals had none at all, about 30% had some courses, and about 15% had at least a diploma in administration.

*The Council on School Administration is one of a number of specialist councils of the Alberta Teachers' Association. Its main function is to provide opportunities for members to engage in professional activities related to their educational specialty, i.e. school administration.

TABLE II
PRINCIPALS CLASSIFIED ACCORDING TO
PROFESSIONAL CHARACTERISTICS

characteristics	number	percent
Participation in CSA		
No participation	232	32.8%
In one activity	162	22.8
In two activities	119	16.9
In three activities	84	11.9
In four or more activities	<u>110</u>	<u>15.6</u>
Total	707	100.0
Length of Administrative Preparation		
No preparation	384	54.3
Some courses	210	29.7
Diploma or Degree	108	15.3
No response	<u>5</u>	<u>0.7</u>
Total	707	100.0
Length of Professional and Academic Preparation		
Less than 4 years	140	19.8
4 years but less than 5 years	239	33.8
5 years but less than 6 years	150	21.2
6 years or more	169	23.9
No response	<u>9</u>	<u>1.3</u>
Total	707	100.0

TABLE III
PRINCIPALS CLASSIFIED ACCORDING TO
EXPERIENCE IN EDUCATION

Characteristics	Number	Percent
Length of Experience as Principal		
3 years or less	186	26.3
4 to 9 years	222	31.4
10 to 15 years	149	21.1
13 years or more	139	19.7
No response	<u>11</u>	<u>1.5</u>
Total	707	100.0
Total Experience in Education		
8 years or less	121	17.1
9 to 16 years	149	21.1
17 to 24 years	189	26.7
25 to 32 years	125	17.7
33 years or more	104	14.7
No response	<u>19</u>	<u>2.7</u>
Total	707	100.0

And with regard to the total amount of academic and professional preparation, 20% of the principals had less than four years; about 34% had at least four years but less than five; about 21% had at least five years but less than six; and about 24% had at least six years or more.

On the basis of principalship experience, about 26% of the principals had three years or less; about 31% had four to nine years experience; about 21% had ten to fifteen years experience; and 20% had thirteen or more. And on the basis of total educational experience, about 17% of the principals had eight years or less; about 21% had nine to sixteen years; about 27% had seventeen to twenty-four years; about 18% had twenty-five to thirty-two years; and 15% had thirty-three years or more.

METHOD OF ANALYSIS

A five point Likert-type scale was used by the principals to indicate their responses to each of the items in sections A and B of the questionnaire. Such a scale is ordinal in character and it permits the categorization and rank-ordering of the information yielded by it. Statistical methods were chosen from the non-parametric set of tests in order to make appropriate use of the information gathered by the instrument.

In the analysis of the data the first step was to apply Chi square tests to the item by item responses of the principals, who were classified according to the selected categories of each predictor variable. Because the sample was large, the researcher assumed that an alpha level of .01 provided a suitable decision point beyond which the null hypotheses should be rejected.

In preparation for the next step, mean scores on items for various categories were determined. These were the mean scores as given by all of the principals included in each of the selected categories for all of the predictor variables examined.

The next step in the analysis was to apply the Kruskal-Wallis technique to the overall responses to all the items taken collectively in order to test for independence among the groups of principals who were classified according to the selected categories of each predictor variable. This is a technique well suited to the use of ordinal measures.¹ Appropriately, the application of this technique requires the rank-ordering of all the mean scores in each category into a single series, and subjecting the resulting series of ranks to various statistical tests that are capable of identifying the possible relationships existing among the

¹Sidney Siegel, Non Parametric Statistics for the Behavioral Sciences, McGraw-Hill, Toronto, 1956, p. 184.

categories.

In the case of the responses which indicated the hours per week devoted to the activities of principals, the rank-orders were arranged so that the highest mean score was ranked first, the next highest was ranked second, and so on. But, in the case of the responses indicating the judged significance devoted to the activities of principals, the rank-orders were arranged so that the lowest mean score was ranked first, the second lowest was ranked second, and so on. It was necessary to do this because the scoring scale for section A was weighted opposite to that used in section B of the instrument.

Next, the ranks were summed for each category within each variable studied. And finally, the Kruskal-Wallis test was applied in each case to determine whether these sums of ranks were so different that they were not likely to have been drawn as samples from the same population. The alpha level for the Kruskal-Wallis "H" tests was set at the .01 level of confidence. Where the results of the Kruskal-Wallis technique showed no significant differences among the categories tested, then the Kendall's-W technique was applied in order to reveal the extent of concordance among the selected categories.

Some additional information concerning the relation-

ships between the time spent on the activities of principals and the judged significance of these was found by the use of the Spearman's rho rank-correlation technique. Correlation results which are significant at the .01 level of confidence are reported; and results which are close to this level of significance are recorded in the appropriate tables.

CHAPTER IV

ANALYSIS OF THE DATA

In the earlier chapters the problem was presented and discussed, and the methods and instruments used in this study were described. It is the purpose of this chapter to give an overview of the total sample and the statistical results of testing the eight predictor categories, first item by item and then using all the items collectively.

RESULTS FOR THE TOTAL SAMPLE

The mean response for each activity given by the 707 principals in the sample was found by summing the products of the frequencies of principals falling into each response category and the weighting assigned to the category. The resulting sum was then divided by the total frequency for all five response categories. Each activity was next ranked according to the relative size of the mean value computed for it.

Table IV shows the rank-orders of time spent on the activities of principals and the judged significance of these. The rank-orders reveal that the principals spend the most time on the activities of teaching classes, general office work, and evaluative office work; they spend

ACTIVITIES OF PRINCIPALS RANK ORDERED ON BASIS
OF HOURS PER WEEK DEVOTED TO EACH ACTIVITY
AND JUDGED SIGNIFICANCE (N = 707)

No.	Activity	Rank*	
		Hours per Week	Judged Significance
1.	Meeting with students individually and in groups for guidance, advisory, or disciplinary purposes.	4	3
2.	Office work: general correspondence, reports, memos.	2	11
3.	Office work: evaluating, reviewing and planning the school program, scheduling and organizing.	3	1
4.	Meeting with groups of teachers for various purposes.	5	4
5.	Attending school related or school sponsored activities such as athletic and drama events or home and school meetings.	8	12
6.	Conferring with assistant principals, department heads, and other administrative or specialist personnel in the school.	7	6
7.	Attending meetings of principals and other administrative personnel in the school system, including board meetings.	9	7
8.	Conferring with central office personnel or supervisors about the school.	13	10
9.	Visiting classrooms within the school while instruction is taking place.	11	9
10.	Meeting with teachers individually to discuss plans, problems and activities.	6	2
11.	Checking on the operation of the school building, the work of the custodial staff, and the operation of school buses.	12	13
12.	Meeting with parents or other community groups.	10	8
13.	Teaching classes to which you are assigned on a regular basis.	1	5
14.	Taking over classes for teachers who are absent, or to enable them to attend meetings and so forth.	14	14

* The highest rank is represented by the lowest figure.

least time on the activities of checking on the operation of the school plant, conferring with central office personnel, and taking over as a substitute teacher.

The table also shows that the principals consider the most significant activities to be evaluative office work, meeting with teachers individually, and meeting with students individually; they consider the least significant activities to be attending school sponsored activities, checking on the operation of the school plant, and taking over as a substitute teacher.

Congruence Between Time Spent and Judged Significance

Table IV reveals close congruence between time spent and judged significance for the following activities; meeting with students individually, meeting with groups of teachers, conferring with assisting personnel, checking on the operation of the school plant, and taking over as a substitute teacher. The table shows the greatest discrepancy for the following activities: general office work, attending school sponsored activities, meeting with teachers individually, and teaching regular classes.

When the Spearman's rho test was applied to the rank-orders, the rank correlation value was found to be .65 between the hours per week spent on the activities of

principals and the judged significance of them. This value is significant at the .02 level of confidence.

TESTING THE HYPOTHESES

Initially Chi square tests were used to determine whether the distribution of responses for time spent on each activity and the amount of importance attributed to them were independent of variations in the eight principal and school characteristics selected for this study, e.g. school size, experience of principal, etc. Of the 224 contingency tables thus produced, 43% of them revealed significant results at the .01 level of confidence; these results are reported under their appropriate hypotheses below.

While the Chi square tests are useful for revealing the relationships between individual activities and variations in each characteristic, they do not show the contingencies between the overall profile or configuration of the principal's role and the school or personal characteristics selected for this study; for this purpose two other tests were used.

The Kruskal-Wallis test was used to examine the overall configuration of the principal's roles with respect to these two general questions: (1) did the various categories

of principals for each characteristic differ in their performance profiles, (2) did the various categories of principals for each characteristic differ in their preferred profiles. For example, with respect to school size, the test was used to determine whether principals of large, medium, and small schools differed in the relative amount of time devoted to, or the relative amount of significance attached to the selected activities. Where the Kruskal-Wallis tests do not uncover distinct differences, it may be thought that some degree of agreement exists among the categories. To cover this possibility the Kendall's "W" test was employed to determine the degree of concordance which exists, if any, among the different categories of principals for each characteristic. In other words, where the previous test uncovered no significant differences among the categories, the Kendall's "W" test could perhaps then show the degree of concordance to be found among them. Tables showing the results of the Kruskal-Wallis and the Kendall's "W" tests are included for the first set of hypotheses only because the remaining tables are similar for all the other sets of hypotheses.

Further information concerning the extent of correlation between time spent on the activities and judged significance of these activities was found by means of the Spearman's rho rank correlation technique. Correlation values which are significant at the .01 level of confidence are

reported.

School Size

The variable of school size is categorized into large, medium, and small schools based upon the numbers of teachers employed in them. Large schools employ twenty or more teachers, medium ten to nineteen teachers, and small one to nine teachers.

Hypothesis 1.1. The number of hours per week which principals spend on various activities is not significantly related to the size of the school in which they work.

Hypothesis 1.2. The judged significance which principals attach to the various activities is not significantly related to the size of school in which they work.

Hypothesis 1.3. No significant correlation exists between the actual role and the preferred role of principals within any of the categories representing school size.

First of all, hours per week spent on individual activities were tested for independence of the three categories of school size: small, medium, and large schools. The probabilities which resulted from the application of Chi square tests are summarized in Table V. In this table

TABLE V

CHI SQUARE RESULTS OF CONTINGENCY BETWEEN SCHOOL SIZE
AND 1) TIME SPENT AND 2) JUDGED SIGNIFICANCE FOR
EACH ACTIVITY OF PRINCIPALS

No.	Activities	Probabilities	
		Hours Per Week	Judged Significance
1.	Meeting with students	.01*	.22
2.	Office work: general	.01*	.01*
3.	Office work: evaluating	.01*	.15
4.	Meeting with staff	.01*	.01*
5.	Attending sponsored activities	.55	.30
6.	Conferring with assistants	.01*	.01*
7.	Attending (external) meetings	.01*	.20
8.	Conferring with central staff	.01*	.03
9.	Visiting Classrooms	.01*	.01*
10.	Meeting with teachers	.01*	.12
11.	Checking on operation	.75	.02
12.	Meeting with parents	.01*	.75
13.	Teaching classes	.01*	.01*
14.	Substituting	.01*	.01*

*p < .01 indicates that the number of hours devoted to an activity or the judged significance of it is contingent upon school size.

two probability values shown for each of the fourteen activities listed. The first value indicated reflects the actual hours per week spent by principals on their activities in relation to the way they are grouped into categories representing school size; the second value shown relates the judged significance of these activities to the categories of school size. In terms of time spent on the activities of principals, all but two are significantly related to school size. The two exceptions are attending sponsored activities and checking on plant operation. The nature of these contingencies is as follows: In general, the principals at larger schools reported spending significantly more time on all of these activities than did the principals of smaller schools with only one exception: the principals at smaller schools reported spending more time on the activity of teaching classes than did those of larger schools.

In terms of judged significance, only the following six activities were significantly related to school size: general office work, meeting with staff, conferring with assistants, visiting classrooms, teaching classes and acting as a substitute. The nature of the contingencies with respect to the judged significance of activities followed a reported pattern similar to the one reported for hours per week spent on activities as described above.

Next, when all the activities were grouped together in order to reflect the actual performance profile of principals according to school size, the results of a Kruskal-Wallis "H" test yielded a value of 0.1 which was found to be insignificant at the .05 level. On the basis of this finding there is good reason to believe that there is no significant difference among the principals of small, medium and large schools in the way they report the configurations of their overall performance profiles or roles. On the contrary, a Kendall's "W" test for the coefficient of concordance based on the same categories yielded a value of .87 which is significant at the .01 level. The ranks for Kruskal-Wallis test are shown in Table VI while the ranks for the Kendall's "W" test are shown in Table VII. The results of these tests lead to an acceptance of the hypotheses that the relative amount of time which principals spend on various activities is not significantly related to the performance profiles based on the size of the school in which they work.

Similarly, when all the activities were grouped together in order to reflect the preferred profile of principals in relation to school size, findings very much like those above were found. An insignificant Kruskal-Wallis value of 0.1 was found, and a significant coefficient of concordance value of .77 was found. The ranks for each of these tests are given in Table VI and Table VII

TABLE VI

ACTIVITIES OF PRINCIPALS BY CATEGORIES OF SCHOOL SIZE RANK-ORDERED
TO DETERMINE KRUSKAL-WALLIS "H" FOR HOURS PER WEEK
SPENT AND FOR JUDGED SIGNIFICANCE

No.	Activities	Ranks*					Judged Significance		
		Hours Per Week		L**		S	M	L**	L**
		S	M						
1.	Meeting with students	24	32	35		9	12		10
2.	Office work: general	37	39	40		28	30		29
3.	Office work: evaluating	34	36	38		7	4		2
4.	Meeting with staff	22	27	33		16	13		8
5.	Attending sponsored activities	19	17	20		31	35		34
6.	Conferring with assistants	3	26	30		36	14		6
7.	Attending (external) meetings	14	18	25		18	20		19
8.	Conferring with central staff	6	8	9		26	27		25
9.	Visiting classrooms	2	15	28		33	22		17
10.	Meeting with teachers	16	23	31		11	5		3
11.	Checking on operation	10	11	12		32	38		39
12.	Meeting with parents	7	13	21		21	24		23
13.	Teaching classes	42	41	29		1	15		37
14.	(Substituting)	1	4	5		42	41		40
Sums of the Ranks		237	310	356		311	300		292

* For hours per week the largest figure is the highest rank. However, for judged significance, the smallest figure is the highest rank.

** S represents small, M medium, and L large schools.

TABLE VII

ACTIVITIES OF PRINCIPALS BY CATEGORIES OF SCHOOL SIZE¹ RANK-ORDERED²
 TO DETERMINE KENDALL'S COEFFICIENT OF CONCORDANCE W
 FOR HOURS SPENT AND JUDGED SIGNIFICANCE

Activity No.	Rank-Order of Hours Per Week			Totals	Rank-Order of Judged Significance			Totals
	S	M	L*		S	M	L*	
1.	4	4	3	11	3	3	5	11
2.	2	2	1	5	9	11	10	30
3.	3	3	2	8	2	1	1	4
4.	5	5	4	14	5	4	4	13
5.	6	9	11	26	10	12	11	33
6.	12	6	6	24	13	5	3	21
7.	8	8	9	25	6	7	7	20
8.	11	13	13	37	8	10	9	27
9.	13	10	8	31	12	8	6	26
10.	7	7	5	19	4	2	2	8
11.	9	12	12	33	11	13	13	37
12.	10	11	10	31	7	9	8	24
13.	1	1	7	9	1	6	12	19
14.	14	14	14	42	14	14	14	42

¹Small schools (s) include up to 9 teachers; medium schools (m) include 10 through 19 teachers; and, large schools (l) include 20 or more teachers.

²The highest rank is represented by the lowest figure.

* S represents small, M Medium, and L large schools.

respectively. Again, the results of these tests lead to the acceptance of the hypotheses that the judged significance which principals attach to various activities is not significantly related to the preferred profiles based on the size of school in which they work.

The relationship between the principal's actual role and his preferred role was obtained by finding the correlation between the rank-orders for time spent and for judged significance as given by each category of principals. These correlation coefficients are shown in Table VIII.

TABLE VIII

RANK ORDER CORRELATIONS BETWEEN HOURS PER WEEK DEVOTED
TO ACTIVITIES OF PRINCIPALS AND JUDGED SIGNIFICANCE
FOR SMALL, MEDIUM, AND LARGE SCHOOLS

Category of Principal	Spearman's Rho
Small Schools Up to nine teachers N = 212	.77**
Medium Schools 10 - 19 teachers N = 284	.64*
Large Schools 20 or more teachers N = 204	.65*

*p < .05

**p < .01

The category of small school principals showed a rank

correlation of .77 between the time spent on activities and the judged significance of these; this is the only value among the categories based on school size which is significant at the .01 level of confidence. The categories for medium and large size schools yielded values of .64 and .65, respectively, which are very close to the acceptable alpha level but are insignificant at the .01 level of confidence. Therefore, only in the case of small schools are there grounds for rejecting the hypothesis that no significant correlations exist between the actual and the preferred roles of principals; the correlation results found for medium and large size schools are inconclusive. These results indicate a modest trend based on school size to the effect that the larger the school is, the greater the degree of incongruence between the principal's performance profile and his preferred profile.

School Type

The variable of school type is categorized into six groups based upon the grade levels which they represent.

Hypothesis 2.1. The number of hours per week which principals spend on various activities is not significantly related to the type of school in which they work.

Hypothesis 2.2. The judged significance which

principals attach the various activities is not significantly related to the type of school in which they work.

Hypothesis 2.3. No significant correlation exists between the performance role and the preferred role of principals within any of the categories representing school type.

Firstly, hours per week spent on individual activities were tested for independence of the six categories of school type, namely, type A (grades I - VI), type B (grades I - IX), type C (grades I - XII), type D (grades VII - IX), type E (grades VII - XII), and type F (grades IX - XII) schools. The resulting probabilities from the applied Chi square tests are summarized in Table IX. In this table, for each of the fourteen activities listed there are two probability values shown. The first value reflects the hours per week principals spend on their activities in relation to the way they are grouped into categories representing school type; the second value shown relates the judged significance of these activities to the categories based on school types. In terms of time spent on the activities Chi square results which are significant at the .01 level of confidence were found for the nine following activities; meeting with students, evaluative office work, attending sponsored activities, conferring with assistants, visiting classrooms, meeting with teachers, checking on the operation of the

TABLE IX

CHI SQUARE RESULTS OF CONTINGENCY BETWEEN SCHOOL TYPES
AND 1) TIME SPENT AND 2) JUDGED SIGNIFICANCE
FOR EACH ACTIVITY OF PRINCIPAL

No.	Activities	Probabilities	
		Hours Per Week	Judged Significance
1.	Meeting with students	.01*	.01*
2.	Office work: general	.03	.51
3.	Office work: evaluating	.01*	.18
4.	Meeting with staff	.08	.02
5.	Attending sponsored activities	.01*	.38
6.	Conferring with assistants	.01*	.01*
7.	Attending (external) meetings	.02	.29
8.	Conferring with central staff	.13	.22
9.	Visiting classrooms	.01*	.06
10.	Meeting with teachers	.01*	.17
11.	Checking on operation	.01*	.25
12.	Meeting with parents	.01*	.04
13.	Teaching classes	.01*	.01*
14.	(Substituting)	.16	.43

* $p < .01$ indicates that time devoted to an activity or the judged significance of it is contingent upon school types.

school plant, meeting with parents, and teaching classes.

When the judged significance attributed to the same activities were tested for independence of the categories of principals based on the grade levels included in their schools, Chi square results significant at the .01 level were found for the three following activities: meeting with students, conferring with assistants, and teaching classes.

The nature of these contingencies for both judged significance and time spent appeared as follows: generally, the categories representing increasingly higher grade levels reported spending more hours per week and attributing greater significance to all activities except for the activity of teaching classes where a strongly opposite tendency was observed.

When all the activities were grouped together so as to reflect the performance profile, a Kruskal-Wallis "H" of 2.1 was found to be insignificant. A Kendall's W test for the coefficient of concordance based on the same categories yielded a value of .82 which is significant. These results lead to the acceptance of hypothesis 2.1 because the rank orders appear to be independent of the performance profiles of principals classified according to the grade levels included in their schools.

Likewise, when all the activities were grouped together to test hypothesis 2.2, a Kruskal-Wallis "H" of 2.4 was found to be insignificant while a Kendall's W test yielded a coefficient of concordance of .82 which is significant. These results lead to the acceptance of this null hypothesis because the rank-orders appear to be independent of the preferred profiles of principals based on school type.

Finally, the relationship between the principal's performance profile and his preferred profile was obtained by finding the correlation between the rank-orders for time spent and for judged significance as given by each category of principal. These correlation coefficients are shown in Table X.

The category of schools containing grades nine through twelve showed a rank correlation value of .80 between the time principals spent on activities and the judged significance of them; this value is significant at the .001 level. The two categories representing grades I-IV and I-IX correlated close to the acceptable alpha level with values of .65 and .64, respectively. The three remaining categories representing grades I-XII, VII-XII, and VII-IX did not show significant correlation values at all. Therefore, only in the case of type F schools (grades IX-XII) are there grounds for rejecting hypothesis 2.3 which states that no significant

TABLE X

RANK-ORDER CORRELATIONS BETWEEN HOURS PER WEEK
DEVOTED TO ACTIVITIES OF PRINCIPALS AND JUDGED
SIGNIFICANCE FOR VARIOUS TYPES OF SCHOOLS

School Type		Spearman's Rho
A.	Grades I-VI N = 225	.65**
B.	Grades I-IX N = 212	.64**
C.	Grades I-XII N = 129	NS*
D.	Grades VII-IX N = 36	NS*
E.	Grades VII-XII N = 38	NS*
F.	Grades IX-XII N = 45	.80***

* Not Significant **p < .05 ***p < .001

correlations exist between the performance role and the preferred role of principals based on categories representing school types. In the case of the other five categories role incongruence is observed.

School District Type

The variable of school district type is categorized into nine groups based upon the various kinds of school districts generally found in Alberta.

Hypothesis 3.1. The number of hours per week which principals spend on various activities is not significantly related to the type of school district in which they work.

Hypothesis 3.2. The judged significance which principals attach to various activities is not significantly related to the type of school district in which they work.

Hypothesis 3.3. No significant correlation exists between the performance role and the preferred role of principals within any of the categories representing school district types.

When hours per week spent on individual activities were tested for independence of the categories of principals based on the type of school district within which they work, as shown in Table XI, significant Chi square results were found for the eleven following activities: meeting with students, evaluative office work, meeting with staff, attending sponsored activities, conferring with assistants, attending meetings outside the school, conferring with central staff, visiting classrooms, meeting with parents, teaching classes, and taking over as a substitute. Although they were not very clear, the nature of these contingencies generally appeared as follows: principals in urban districts reported spending more hours per week than principals in non-urban districts on the activity of meeting with students;

TABLE XI

CHI SQUARE RESULTS OF CONTINGENCY BETWEEN TYPE OF SCHOOL DISTRICT
AND 1) TIME SPENT AND 2) JUDGED SIGNIFICANCE FOR
EACH ACTIVITY OF PRINCIPALS

No.	Activities	Probabilities	
		Hours Per Week	Judged Significance
1.	Meeting with students	.01*	.85
2.	Office work: general	.23	.86
3.	Office work: evaluating	.01*	.67
4.	Meeting with staff	.01*	.10
5.	Attending sponsored activities	.01*	.82
6.	Conferring with assistants	.01*	.03
7.	Attending (external) meetings	.01*	.35
8.	Conferring with central staff	.01*	.01*
9.	Visiting classrooms	.01*	.01*
10.	Meeting with teachers	.04	.01*
11.	Checking on operation	.04	.01*
12.	Meeting with parents	.01*	.01*
13.	Teaching classes	.01*	.01*
14.	(Substituting)	.01*	.09

*P < .01

those in the city public school districts spent the most time, while those in the rural separate districts spent the least time on it. Again, principals in urban school districts reported spending more time on the activity of evaluative office work than principals in non-urban types of school districts with two exceptions: those in other types and rural public districts, both of which reported spending the most number of hours per week on this. Also, principals in urban school districts reported spending more time than principals in non-urban districts on the activity of meeting with staff. Those in county school districts reported spending the fewest hours per week on it. In addition, principals in urban school districts reported spending more hours per week than principals in non-urban districts on the activity of visiting classrooms with the exception of those in other types of districts which spent the greatest number of hours at it. Those in town types of districts spent the fewest number of hours on it. Finally, principals in urban types of districts reported spending more hours per week on the activity of meeting with parents than principals in non-urban districts with the exception of those in town public districts which reported spending the greatest number of hours on it. Those in rural types of districts spend the fewest number of hours on it.

With the exception of principals in rural separate and other school districts, principals in non-urban districts

reported spending more hours per week on the activity of attending school sponsored activities than those in urban districts. With the exceptions of principals in divisions and counties, principals in public school districts reported spending more hours per week than those in separate school districts on the activity of conferring with assistants. Those in rural public districts spent the most amount of time while those in counties spent the least on it. Again, with the exceptions of principals in divisions and in counties, principals in public school districts reported spending more hours per week than those in separate school districts on the activity of attending meetings outside of the school. Again, those in counties reported spending the least amount of time on this.

With the exception of town separate school districts the principals in non-rural types of districts reported spending more time than the principals in rural districts on the activity of conferring with central office staff. Both those in town public and those in other school districts spent the most time on this while those in town separate districts spent the least on it. On the other hand, those in rural school districts reported spending more hours per week than those in non-rural districts on the activity of teaching classes. Principals in rural public districts spent the most time on this while principals in other types of districts spent the least time on it.

TABLE XII

SUMMARY OF CONTINGENCIES BETWEEN TIME SPENT ON SIGNIFICANT
ACTIVITIES AND TYPES OF SCHOOL DISTRICTS

No.	Activity	Div.	Types of School Districts ¹							Other
			Cty	C.P.	C.S.	T.P.	T.S.	R.P.	R.S.	
1.	Meet with students	f ²	f	M	-	m	f	-	F	m
3.	Office work: evaluative	F	F	m	-	F	F	M	F	m
4.	Meet with staff	f	F	M	M	M	f	-	f	m
5.	Attend special activities	m	-	-	-	-	M	M	F	f
6.	Confer with assistants	f	F	m	-	-	f	M	-	-
7.	Attend (ext.) meetings	f	F	M	-	M	f	-	-	m
8.	Confer with cent. staff	-	-	-	-	M	F	f	f	m
9.	Visit classes	-	-	m	m	f	F	-	-	M
12.	Meet with parents	-	-	m	-	M	-	F	F	-
13.	Teaching classes	m	-	f	-	f	-	M	m	F
14.	(Subing)	-	f	m	m	-	F	f	M	m

¹ Types of school districts represented are: Divisions, Counties, City Public, City R.C. Separate, Town Public, Town R.C. Separate, Rural and Village Public, Rural and Village R.C. Separate, and other types, such as Private, Protestant, Separate, Federal Government, and Consolidated districts.

² The letter symbols indicate as follows: most number of hours per week (M); more hours per week (m); fewer hours per week (f); and, fewest hours per week (F). Categories which trend neither toward more hours nor fewer hours are indicated by blank spaces.

It was not possible to discern a clear trend connected with the activity of acting as a substitute. However, principals in rural separate school districts did report spending the greatest number of hours per week on this activity while principals in town separate districts reported spending the fewest on it. All of the above contingencies are summarized in Table XII above.

When judged significance attributed to the same activities were tested for independence of the categories of principals based on the type of school district within which they work, again, as shown in Table XI, Chi square results significant at the .01 level were found for the six following activities: conferring with central office staff, visiting classrooms, meeting with teachers, checking on operation, meeting with parents, and teaching classes.

The nature of these contingencies with respect to the judged significance attributed to the activities of principals generally appeared as follows: the principals in urban types of school districts reported attaching more significance than the principals in rural and other types of districts to the activities of conferring with central office personnel. Those in city separate school districts attached the most significance to this activity while those in rural public school districts attached the least. The principals in public school districts reported attaching more significance than those in separate school districts

to the activity of meeting with teachers while principals in counties and town separate districts attached the least. Principals in non-urban school districts reported attaching more significance than those in urban districts to the activity of checking on the operation of the school plant. Those in town public districts attached the most significance to it while those in city districts attached the least. With the exception of principals in rural R.C. separate districts, principals in non-urban districts generally attach less significance to the activity of meeting with parents than principals in urban districts. Principals in rural R.C. separate districts reported attaching the most significance to this activity. Finally, the principals in non-urban districts reported attaching more significance to the activity of teaching classes than those in urban districts with the exception of other types of school districts whose principals reported attaching the least significance to it. These contingencies are summarized in Table XIII below.

When all the activities were grouped together to test hypothesis 3.1, a Kruskal-Wallis "H" of 4.3 was found to be insignificant at the .05 level of confidence. A Kendall's W test for the coefficient of concordance yielded a value of .86 which is significant at the .001 level. These results lead to the acceptance of the null hypothesis because the rank-orders appear to be independent of the

TABLE XIII

SUMMARY OF CONTINGENCIES BETWEEN JUDGED SIGNIFICANCE
OF ACTIVITIES AND TYPES OF SCHOOL DISTRICTS

No.	Activity	Types of School Districts ¹								
		Div.	Cty	C.P.	C.S.	T.P.	T.S.	R.P.	R.S.	Other
8.	Confer with cent. staff	m	-	m	M	m	l	L	m	l
9.	Visiting classrooms	-	-	M	-	M	l	-	L	m
10.	Meeting with teachers	l	L	m	m	-	L	M	-	m
11.	Checking on operation	m	m	L	l	M	-	-	m	-
12.	Meeting with parents	m	-	m	m	l	l	L	M	m
13.	Teaching classes	m	-	l	l	-	-	M	m	l

¹ Types of school districts represented are: Divisions, Counties, City Public, City R.C. Separate, Town Public, Town R.C. Separate, Rural and Village Public, Rural and Village R.C. Separate, and other types, such as, Private, Protestant, Separate, Federal Government, and Consolidated districts.

² The letter symbols indicate as follows: most judged significance attached (M); more judged significance attached (m); less judged significance attached (l); and least judged significance attached (L). Categories which trend neither toward more significance nor to less are indicated by blank spaces.

performance profiles of principals based on the type of school district within which they work.

Similarly, when all the activities were grouped together to test hypothesis 3.2, a Kruskal-Wallis "H" of 1.9 was found to be insignificant at the .05 level. A Kendall's W test for the coefficient of concordance yielded a value of .82 which is significant at the .05 level. These results lead to the acceptance of the null hypothesis because the rank-orders appear to be independent of the preferred profiles of principals categorized according to the type of school district within which they work.

The relationship between the principal's performance profile and his preferred profile was obtained by finding the correlation coefficient between the rank-orders for time spent and judged significance as given by each category of school district type. These correlation coefficients are shown in Table XIV below.

TABLE XIV

RANK ORDER CORRELATIONS BETWEEN HOURS PER WEEK
DEVOTED TO ACTIVITIES OF PRINCIPALS AND
JUDGED SIGNIFICANCE FOR VARIOUS TYPES
OF SCHOOL DISTRICTS

Category of Principal	Spearman's Rho
School Division Type A N = 177	NS*
County Type B N = 178	NS*
City Public Type C N = 212	NS*
City Separate Type D N = 76	NS*
Town Public Type E N = 11	NS*
Town Separate Type F N = 22	NS*
Rural Public Type G N = 5	.68**
Rural Separate Type H N = 6	.70**
Other** Type I N = 13	NS*

* Not significant

**p < .01

The Spearman's Rho rank correlation results which are significant at the .01 level were found for only two of the nine types of districts, namely rural and village public school districts and rural and village R.C. separate school districts. These coefficients were found to be .68 and .70 respectively. The seven remaining categories did not show significant correlation values at all. On the basis of these results no clear trends are in evidence and the hypothesis that no significant correlations exist between the performance profile and the preferred profile of principals must be accepted for all categories of school districts except the rural and village public districts and the rural and village R.C. separate types.

Participation in CSA Activities

This variable is broken into five categories of principals based upon the amount of their participation in the affairs of the council on School Administration.

Hypothesis 4.1. The number of hours per week which principals spend on various activities is not significantly related to the extent of their participation in the activities sponsored by the Council on School Administration.

Hypothesis 4.2. The judged significance which principals attach to various activities is not significantly

related to the extent of their participation in the activities sponsored by the Council on School Administration.

Hypothesis 4.3. No significant correlation exists between the performance role and the preferred role of principals within any of the categories representing participation in the activities of the Council on School Administration.

When hours per week spent on individual activities were tested for independence of the categories of principals based on the extent of their participation in the Council on School Administration, activities, as shown in Table XV, Chi square tests which are significant at the .01 level were found for the following activities: meeting with students, general office work, evaluative office work, meeting with staff, conferring with assistants, visiting classrooms, teaching classes, and acting as a substitute.

The nature of these contingencies according to hours per week spent on the activities appeared as follows: in general categories of principals with the greatest extent of participation in the CSA affairs reported spending more hours per week on all of these activities than principals with relatively less participation in CSA affairs. One exception was noted, however: principals with more participation in CSA affairs reported spending fewer hours on the

TABLE XV

CHI SQUARE RESULTS OF CONTINGENCY BETWEEN EXTENT OF PARTICIPATION
IN CSA ACTIVITIES AND 1) TIME SPENT AND 2) JUDGED SIGNIFICANCE
FOR EACH ACTIVITY OF PRINCIPALS

No.	Activities	Probabilities	
		Hours Per Week	Judged Significance
1.	Meeting with students	.01*	.02
2.	Office work: general	.01*	.20
3.	Office work: evaluating	.01*	.18
4.	Meeting with staff	.01*	.04
5.	Attending sponsored activities	.48	.83
6.	Conferring with assistants	.01*	.01*
7.	Attending (external) meetings	.02	.04
8.	Conferring with central staff	.83	.46
9.	Visiting classrooms	.01*	.01*
10.	Meeting with teachers	.02	.41
11.	Checking on operation	.50	.01*
12.	Meeting with parents	.36	.31
13.	Teaching classes	.01*	.01*
14.	(Substituting)	.01*	.03

activity of teaching classes than principals with relatively less experience.

When judged significance attributed to the same activities were tested for independence of the same categories, again as shown in Table XV, significant Chi square results were found for the following activities: conferring with assistants, visiting classrooms, checking on operation, and teaching classes.

The nature of the contingencies with respect to the judged significance of activities followed a reported pattern similar to the one reported for hours per week spent on activities, as described above.

When all the activities were grouped together to test hypothesis 4.1, an insignificant Kruskal-Wallis "H" value was found. Further, a Kendall's W test for the coefficient of concordance yielded a value of .96, significant at the .001 level. These results lead to the acceptance of the null hypothesis because the rank-orders appear to be independent of the performance profiles of principals who are categorized according to the extent of their participation in the Council on School Administration.

Similarly, when all the activities were grouped together to test hypothesis 4.2, an insignificant Kruskal-

Wallis "H" value was found. Further a Kendall's W test yielded a value of .91 which is significant at the .001 level. Again, these results lead to the acceptance of the null hypothesis because the rank-orders appear to be independent of the preferred profiles of principals categorized according to the extent of their participation in the Council on School Administration.

The relationship between the principal's performance profile and his preferred profile was obtained by finding the rank-correlation coefficient between the rank orders for time spent and judged significance as given by each category of principal. These coefficients are shown in Table XVI below.

TABLE XVI

RANK-ORDER CORRELATIONS BETWEEN HOURS PER WEEK DEVOTED TO ACTIVITIES OF PRINCIPALS AND JUDGED SIGNIFICANCE FOR CATEGORIES BASED ON PARTICIPATION IN COUNCIL ON SCHOOL ADMINISTRATION

Category of Principal	Spearman's Rho
No Participation N = 232	.67***
One Year N = 162	.64**
Two Years N = 119	NS*
Three Years N = 84	NS*
Four or more N = 110	NS*

* Not Significant

**p < .05

***p

.01

An examination of the results of the Spearman's Rho rank correlation method show a gradual trend towards congruence among the categories. The closest congruence between the principal's performance and preferred profiles occurred among principals who reported no participation in the activities of the Council on School Administration. The correlation coefficient for this category was .67, significant at the .01 level. Some congruence is in evidence among principals who have participated in the activities of the CSA for one year. The correlation coefficient for this category was .64, significant at the .05 level. Among the remaining categories the profiles of principals appeared incongruent with each other. Therefore, the hypothesis that no correlations exist between the performance profile and the preferred profile of principals must be accepted for the three categories reflecting a participation period of two years, three years, and four or more years; for the first category reflecting no participation it must be rejected.

Administrative Preparation

The variable reflecting administrative preparation is broken into three categories based upon the extent of formal administrative training acquired by the principals included in this study.

Hypothesis 5.1. The number of hours per week which principals spend on various activities is not significantly related to the extent of their administrative preparation.

Hypothesis 5.2. The judged significance which principals attach to various activities is not significantly related to the extent of their administrative preparation.

Hypothesis 5.3. No significant correlation exists between the performance role and the preferred role of principals within any of the categories representing the extent of their administrative preparation.

First of all, when hours per week spent on the activities were tested for independence of the three categories of principals based on the extent of their formal administrative preparation, as is shown in Table XVII, significant chi square results were found for the following activities: meeting with students, evaluative office work, meeting with staff, conferring with assistants, visiting classrooms, teaching classes, and acting as a substitute.

The nature of the contingencies of these Chi square results appeared as follows: in general, the categories representing greater amounts of formal administrative preparation reported spending more hours per week on all of

TABLE XVII

CHI SQUARE RESULTS OF CONTINGENCY BETWEEN EXTENT OF FORMAL ADMINISTRATIVE PREPARATION AND 1) TIME SPENT AND 2) JUDGED SIGNIFICANCE FOR EACH ACTIVITY OF PRINCIPALS

No.	Activities	Probabilities	
		Hours Per Week	Judged Significance
1.	Meeting with students	.01*	.03
2.	Office work: general	.12	.50
3.	Office work: evaluating	.01*	.05
4.	Meeting with staff	.01*	.50
5.	Attending sponsored activities	.67	.71
6.	Conferring with assistants	.01*	.01*
7.	Attending (external) meetings	.20	.05
8.	Conferring with central staff	.25	.48
9.	Visiting classrooms	.01*	.01*
10.	Meeting with teachers	.15	.66
11.	Checking on operation	.90	.76
12.	Meeting with parents	.06	.60
13.	Teaching classes	.01*	.01*
14.	(Substituting)	.01*	.04

the activities except teaching classes.

Next, when judged significance of these activities were tested, again as is shown in Table XVII, significant Chi square results were found for the following activities: conferring with assistants, visiting classrooms, and teaching classes. The nature of these contingencies followed a pattern similar to the contingencies for time devoted to activities as described above.

When all of the activities were grouped together to test hypothesis 5.1, an insignificant Kruskal-Wallis "H" value was found. Further, a Kendall's W test yielded a coefficient of concordance value of .98 significant at the .001 level. These results lead to the acceptance of the null hypothesis because the rank-orders appear to be independent of the profiles of principals based on the extent of their formal administrative preparation.

Similarly, when all the activities were grouped together to test hypothesis 5.2, an insignificant value for "H" was found. Further, the Kendall's W test showed a coefficient of concordance value of .92 significant at the .001 level. Again, these results lead to the acceptance of the null hypothesis because the rank-orders appear to be independent of the preferred profiles of principals based on the extent of their formal administrative

preparation.

The Spearman's Rho technique was applied to show the relationship between the principal's performance profile and his preferred profile as shown in Table XVIII. The correlation coefficients found for the three categories of principals all turned out to be insignificant relative to the acceptable alpha level.

However, one category, based on some preparation, showed an almost significant correlation value. In spite of this, the null hypothesis relating to the congruence of performance and preferred profiles must be accepted for this variable.

TABLE XVIII

RANK-ORDER CORRELATIONS BETWEEN HOURS PER WEEK DEVOTED
TO ACTIVITIES OF PRINCIPALS AND JUDGED SIGNIFICANCE
FOR CATEGORIES BASED ON AMOUNT OF FORMAL
ADMINISTRATIVE PREPARATION

Category of Principal	Spearman's Rho
No Preparation N = 384	NS*
Some Preparation N = 210	.63**
Diploma or Better N = 108	NS*

* Not Significant

**p < .05

Total Formal Preparation

The variable of total formal preparation, which includes both the academic and the professional training acquired by the principal, is broken into four categories reflecting the total amount of the principal's formal education.

Hypothesis 6.1. The number of hours per week which principals spend on various activities is not significantly related to the amount of their total educational preparation.

Hypothesis 6.2. The judged significance which principals attach to various activities is not related to the amount of their total educational preparation.

Hypothesis 6.3. No significant correlation exists between the performance role and the preferred role of principals within any of the categories representing the total educational preparation.

First of all, when hours per week spent on the activities were tested for independence of the four categories of principals based on the extent of their total educational preparation, as is shown in Table XIX, significant Chi square results were found for the following

TABLE XIX

CHI SQUARE RESULTS OF CONTINGENCY BETWEEN EXTENT OF TOTAL ACADEMIC
AND PROFESSIONAL PREPARATION AND 1) TIME SPENT AND 2) JUDGED
SIGNIFICANCE FOR EACH ACTIVITY OF PRINCIPALS

No.	Activities	Probabilities	
		Hours per Week	Judged Significance
1.	Meeting with students	.01*	.52
2.	Office work: general	.01*	.22
3.	Office work: evaluating	.01*	.47
4.	Meeting with staff	.01*	.30
5.	Attending sponsored activities	.43	.43
6.	Conferring with assistants	.01*	.01*
7.	Attending (external) meetings	.01*	.68
8.	Conferring with central staff	.03	.94
9.	Visiting classrooms	.01*	.01*
10.	Meeting with teachers	.01*	.03
11.	Checking on operation	.70	.02
12.	Meeting with parents	.01*	.94
13.	Teaching classes	.01*	.01*
14.	(Substituting)	.01*	.01*

*p < .01

activities: meeting with students, general office work, evaluative office work, meeting with staff, conferring with assistants, attending meetings outside of the school, visiting classrooms, meeting with teachers, meeting with parents, teaching classes and acting as a substitute.

Next, when the judged significance of these activities were tested, again as is shown in Table XIX, significant Chi square results were found for the following activities: conferring with assistants, visiting classrooms, teaching classes, and acting as a substitute.

The nature of the contingencies of these Chi square results appeared as follows: the categories representing the greater amounts of educational preparation reported spending more hours per week on all activities and reported attributing greater significance to all activities with only one exception: the more educationally prepared categories reported spending less time and attached less significance to the activity of teaching classes.

Next, when all of the activities were grouped together to test hypothesis 6.1, an insignificant Kruskal-Wallis "H" value was found. A further test for Kendall's coefficient of concordance revealed a value of .94, significant at the .001 level. These results lead to the acceptance of the null hypothesis because the rank-orders

appear to be independent of the performance profiles based on the extent of their total formal education.

Similarly, when all of the activities were grouped together to test hypothesis 6.2, an insignificant value for "H" was found. A further test for the coefficient of concordance yielded a value of .80, significant at the .001 level. These results lead to the acceptance of the null hypothesis.

Finally, the results of the Spearman's Rho rank correlation test show a gradual trend towards profile congruence among the categories. These results are shown in Table XX below.

TABLE XX

RANK-ORDER CORRELATIONS BETWEEN HOURS PER WEEK DEVOTED TO ACTIVITIES FOR PRINCIPALS AND JUDGED SIGNIFICANCE FOR CATEGORIES BASED ON TOTAL YEARS OF PROFESSIONAL AND ACADEMIC PREPARATION

Category of Principal	Spearman's Rho
Less than 4 years N = 140	.76***
4 years but less than 5 years N = 239	.62**
5 years but less than 6 years N = 150	.63**
6 years or more N = 169	NS*

* Not Significant **p < .05 ***p < .01

The greatest degree of congruence between performance and preferred roles was shown by the first category of principals, with fewer than four years of academic and professional preparation. This is supported by a correlation factor of .76 which is significant at the .01 level. On the other hand the least amount of congruence was shown by the last category of principals, with six or more years of professional and academic preparation. This is supported by the fact that no significant correlation value was found. The two intervening categories, four years but less than five and five years but less than six, showed some correlation to exist. These values were .65 and .63 respectively, and both of these coefficients are significant at the .05 level. Therefore, the null hypothesis that no significant correlation exists must be partly accepted and partly rejected for this variable.

Administrative Experience

The variable of administrative experience is broken into four categories reflecting the number of years a principal has been engaged in a principalship capacity.

Hypothesis 7.1. The number of hours per week

which principals spend on various activities is not significantly related to their years of administrative experience.

Hypothesis 7.2. The judged significance which principals attach to various activities is not significantly related to their years of administrative experience.

Hypothesis 7.3. No significant correlation exists between the performance role and the preferred role of principals within any of the categories representing their years of administrative experience.

First, when hours per week spent on the activities were tested for independence of the four categories of principals based on the length of their administrative experience, as is shown in Table XXI, significant Chi square results were found for the following activities: conferring with assistants, visiting classrooms, and teaching classes. Next, when the judged significance of these activities were tested, again as is shown in Table XXI, one significant Chi square result was found for the activity of teaching classes.

The nature of the contingencies of these results appeared as follows: the categories representing the great-

TABLE XXI

CHI SQUARE OF CONTINGENCY BETWEEN EXTENT OF EXPERIENCE AS A PRINCIPAL
AND 1) TIME SPENT AND 2) JUDGED SIGNIFICANCE FOR
EACH ACTIVITY OF PRINCIPALS

No.	Activities	Probabilities	
		Hours Per Week	Judged Significance
1.	Meeting with students	.29	.52
2.	Office work: general	.40	.79
3.	Office work: evaluating	.11	.38
4.	Meeting with staff	.24	.21
5.	Attending sponsored activities	.90	.39
6.	Conferring with assistants	.01*	.04
7.	Attending (external) meetings	.68	.55
8.	Conferring with central staff	.15	.09
9.	Visiting Classrooms	.01*	.13
10.	Meeting with teachers	.36	.11
11.	Checking on operation	.37	.68
12.	Meeting with parents	.37	.58
13.	Teaching classes	.01*	.01*
14.	(Substituting)	.02	.08

*p < .01

er number of years of administrative experience reported spending more time on the activities of conferring with assistants and visiting classrooms than did the categories with fewer years of experience. By contrast, the categories representing the greater years of experience reported spending fewer hours per week and attached less significance to the activity of teaching classes than did the categories representing fewer years of administrative experience.

Next, when all of the activities were grouped together to test hypothesis 7.1, an insignificant Kruskal-Wallis "H" value was found. A further test for Kendall's coefficient of concordance yielded a value of .95, significant at the .001 level. These results lead to the acceptance of the hypothesis because the rank-orders appear to be independent of the performance profiles of principals based on the number of years of experience gained as a principal.

Similarly, when all of the activities were grouped together to test hypothesis 7.2, an insignificant value for "H" was found. A further test for the coefficient of concordance revealed a value of .96, significant at the .001 level of confidence. These results again, lead to the acceptance of the null hypothesis because the rank-orders appear to be independent of the preferred profiles of principals based on the number of years of ex-

perience gained as a principal.

With respect to the congruence between the performance and preferred roles of principals as revealed by the Spearman's Rho technique, no significant correlation coefficients were found. Nearly acceptable factors of .62, .64, and .64 were found for the respective categories of principals with fewer than four years, principals with four but fewer than ten years, and principals with thirteen or more years of experience. Therefore the null hypothesis based on the congruence of performance and preferred profiles must be accepted for every category in this variable. These results are summarized in Table XXII below.

TABLE XXII

RANK-ORDER CORRELATIONS BETWEEN HOURS PER WEEK DEVOTED
TO ACTIVITIES OF PRINCIPALS AND JUDGED SIGNIFICANCE
FOR CATEGORIES BASED ON TOTAL YEARS OF EXPERIENCE
AS A PRINCIPAL

Category of Principal	Spearman's Rho
3 years or less N = 186	.62**
4 to 9 years N = 222	.64**
10 to 15 years N = 149	NS*
13 years or more N = 139	.64**

* Not Significant

**p < .05

Total Experience

The variable of total experience is broken into five categories reflecting the combined experience a principal has acquired first, while acting as a teacher, and second, while acting as a principal.

Hypothesis 8.1. The number of hours per week which principals spend on various activities is not significantly related to their total years of educational experience.

Hypothesis 8.2. The judged significance which principals attach to various activities is not significantly related to their total years of educational experience.

Hypothesis 8.3. No significant correlation exists between the performance role and the preferred role of principals within any of the categories representing their total years of educational experience.

First, when hours per week spent on the activities of principals were tested for independence of the five categories of principals based on their total length of educational experience, as is shown in Table XXIII, significant Chi square results were found for the following activities: meeting with students, conferring with

TABLE XXIII

CHI SQUARE RESULTS OF CONTINGENCY BETWEEN TOTAL LENGTH OF EDUCATIONAL
EXPERIENCE AND 1) TIME SPENT AND 2) JUDGED SIGNIFICANCE
FOR EACH ACTIVITY OF PRINCIPALS

No.	Activities	Probabilities	
		Hours Per Week	Judged Significance
1.	Meeting with students	.01*	.12
2.	Office work: general	.25	.93
3.	Office work: evaluating	.03	.81
4.	Meeting with staff	.07	.60
5.	Attending sponsored activities	.52	.21
6.	Conferring with assistants	.01*	.01*
7.	Attending (external) meetings	.03	.05
8.	Conferring with central staff	.35	.04
9.	Visiting classrooms	.01*	.01*
10.	Meeting with teachers	.12	.65
11.	Checking on operation	.11	.80
12.	Meeting with parents	.10	.23
13.	Teaching classes	.01*	.01*
14.	(Substituting)	.01*	.10

*P < .01

assistants, visiting classrooms, teaching classes, and acting as a substitute.

Next, when the judged significance of these activities were tested, again as is shown in Table XXIII, significant Chi square results were found for the following activities: conferring with assistants visiting classrooms, and teaching classes.

The nature of the contingencies of these results appeared as follows: the principals in categories representing the greater number of years of experience reported spending more time than those representing fewer years of experience on all the activities with only one exception. Also, they reported attributing more significance to all except one activity. For the activity of teaching classes, the more experienced categories reported spending fewer hours per week on this and they reported attributing less significance to it as well.

Next, when all the activities were grouped together to test hypothesis 8.1, an insignificant Kruskal-Wallis "H" value was found. Further, the test for concordance showed a significant value of .92. These results lead to the acceptance of the null hypothesis because the rank-orders appear to be independent of the performance profiles of principals based on their total number of years

of educational experience.

Finally, the Spearman's Rho technique revealed no significant correlations between the principals' performance and preferred profiles among the categories. The middle-most category, however, approached the acceptable alpha level with a value of .65 significant at the .05 level. These results lead to the acceptance of null hypothesis number 8.3 which holds that no significant correlation exists between the performance role and the preferred role of principals for this variable. These results are shown in Table XXIV.

TABLE XXIV

RANK-ORDER CORRELATIONS BETWEEN HOURS PER WEEK DEVOTED
TO ACTIVITIES OF PRINCIPALS AND JUDGED SIGNIFICANCE
FOR CATEGORIES BASED ON TOTAL YEARS OF EXPERIENCE
AS A TEACHER AND A PRINCIPAL

Category of Principal	Spearman's Rho
8 years or less N = 121	NS*
9 to 16 years N = 149	NS*
17 to 24 years N = 189	.65**
25 to 32 years N = 125	NS*
33 years or more N = 104	NS*

*Not Significant

**p < .05

Summary

This chapter has presented an over-view of the total sample and the results of testing the hypotheses according to the eight predictor variables selected. When the activities were tested item by item according to the number of hours per week devoted to them, sixty-six of the one hundred twelve Chi square tests performed were found to be significantly contingent upon the predictor categories selected as summarized in Table XXV. And when the activities were tested item by item according to the judged significance attributed to each activity, thirty of the one hundred twelve Chi square tests performed were found to be significantly contingent upon the predictor categories selected, again as summarized in Table XXVI.

Then when the rank-orders of all fourteen activities were grouped first, into a performance profile, second, into a preferred profile, and then tested for independence of the grouping of principals assigned to specific categories within each predictor variable, the results of the Kruskal-Wallis test were found to be not significant in every case as summarized in Table XXVI. In addition, when the Kendall's W test was applied instead, significant coefficients of concordance were found in every case, again as summarized in Table XXVI.

TABLE XXV

SUMMARY OF RESULTS OF KRUSKAL-WALLIS "H" AND
KENDALL'S COEFFICIENT OF CONCORDANCE "W"
BY PREDICTOR CATEGORIES (N = 707)

Predictor Variables	Hours Per Week		Judged Significance	
	"H"	"W"	"H"	"W"
Size of School	3.4*	.87**	0.1*	.77**
Grade Levels	2.1*	.82***	2.4*	.82***
Type of District	4.3*	.86***	1.9*	.82***
Participation in CSA	2.0*	.96***	5.0*	.91***
Administrative Preparation	1.3*	.98***	2.6*	.92***
Total Preparation	3.8*	.94***	0.3*	.80***
Administrative Experience	0.9*	.95***	0.4*	.96***
Total Experience	1.4*	.92***	0.7*	.92***
*Not Significant	**p < .01		***p < .001	

TABLE XXVI

SUMMARY OF χ^2 LEVELS OF SIGNIFICANCE BETWEEN VARIOUS ACTIVITIES OF PRINCIPALS AND VARIATIONS IN THE ROLE OF PRINCIPALSHIP (N = 707)

Activity ¹	No. of Teachers		Grade Level		Type of District		Partic. In CSA		Admin. Prep.		Total Prep.		Admin. Experience		Total Experience	
	Hrs.	Sig.	Hrs.	Sig.	Hrs.	Sig.	Hrs.	Sig.	Hrs.	Sig.	Hrs.	Sig.	Hrs.	Sig.	Hrs.	Sig.
1	.001	-	.001	.001	.001	-	.001	.01	.001	-	.001	-	-	-	.01	-
2	.001	-	-	-	-	-	.001	-	-	-	.001	-	-	-	-	-
3	.001	-	.001	-	.001	-	.001	-	.01	-	.001	-	-	-	-	-
4	.001	.01	-	-	.001	-	.01	-	.01	-	.001	-	-	-	-	-
5	-	-	.01	-	.01	-	-	-	-	-	-	-	-	-	-	-
6	.001	.001	.001	.001	.001	-	.001	.01	.001	.01	.001	.001	.001	-	.001	.01
7	.01	-	-	-	.001	-	-	-	-	-	.001	-	-	-	-	-
8	.01	-	-	-	.001	.001	-	-	-	-	-	-	-	-	-	-
9	.001	.001	.001	-	.001	.01	.001	.001	.001	.001	.001	.001	.001	-	.001	.01
10	.001	-	.01	-	-	-	-	-	-	-	.001	-	-	-	-	-
11	-	-	.01	-	-	.01	-	.001	-	-	.01	-	-	-	-	-
12	.001	-	.01	-	.01	.001	-	-	-	-	.001	-	-	-	-	-
13	.001	.001	.001	.001	.001	.001	.01	.001	.001	.001	.001	.001	.001	.01	.001	.001
14	.001	.001	-	-	.001	-	.001	-	.01	-	.001	.001	-	-	.001	-

¹These activities are: 1) meeting with students, 2) office work: general, 3) office work: evaluative, 4) meeting with staff, 5) attending sponsored activities, 6) conferring with assistants, 7) attending (external) meetings, 8) conferring with central staff, 9) visiting classrooms, 10) meeting with teachers, 11) checking on operation, 12) meeting with parents, 13) teaching classes, 14) substituting.

Therefore, on the basis of these findings every first and second null hypothesis was accepted because all of the rank-orders tested appear to be independent of 1) the performance profiles, and 2) the preferred profiles of principals based on each of the eight predictor variables included in the study.

The relationship between the principals' performance profile and his preferred profile for each category investigated is summarized below.

Altogether thirty-nine categories of principals were generated from the eight predictor variables studied, as follows: three for school size, six for school type, nine for school district type, five for participation in the Council on School Administration, three for extent of administrative preparation, four for extent of professional and academic preparation, four for extent of experience as a principal, and five for total extent of educational experience. Among these categories twenty-one reflected no significant congruence between the principal's performance and preferred role profiles. Twelve categories showed congruence between the role profiles that was significant at the .05 level, and only six categories showed role congruence significant at the .01 level.

Two variables showed a very clear trend among their

categories from role congruence to incongruence. The variable based on the extent to which principals participated in the activities of the Council on School Administration emerged as one of the noteworthy variables in this regard. In general, the more a principal participated in the activities of his professional organization, the less congruence was found between his performance and preferred profiles. The other variable which revealed a similar notable pattern was the variable based on the total number of years of the principals professional preparation. The pattern here, as before, showed a general decrease in role congruence as the number of years of professional preparation increased.

None of the other six variables showed clear patterns or trends among their categories with respect to the extent of role congruence present.

A general discussion summarizing and concluding the findings is found in the following chapter. Moreover, an interpretation is given these results and some speculations regarding their implications for education are also treated in the final chapter.

CHAPTER V

SUMMARY AND CONCLUSIONS

The preceding chapter reported the results of the analysis of the data and offered a brief resume. This chapter summarizes the findings arising from the investigation of the hypotheses: the principal's individual activities, and then the activities combined into firstly, the principal's performance role, and secondly, his preferred role. In addition, it summarizes the findings regarding the contingencies between role congruence and variations in the school, personal, and professional characteristics of principals. Finally it spells out the implications which have emerged from the investigation of these hypotheses.

SUMMARY: PERFORMANCE ROLE, PREFERRED ROLE,
AND ROLE CONGRUENCE

Performance Role

One of the major purposes of this study was to examine the time spent by principals on various activities in an attempt to describe the performance profile and to discover if it is related to variations in the situational, the professional, or the personal characteristics of principals.

First, with regard to the performance profile of principals, as described by the number of hours per week spent on a selected set of fourteen activities, no significant differences were observed among any of the selected categories from each of the predictor variables investigated. However when the principal's profile was broken into its component activities and tested for the relationship of each activity to selected predictor categories, significant contingencies were discovered for fifty percent of the Chi square tests conducted in this study.

A summary of these contingencies between the item by item activities of principals and selected categories of principals according to the eight predictor variables is shown below.

School size. Principals of larger schools generally spent more time than principals of smaller schools on all activities except teaching classes. On teaching classes they spent less time than other principals.

School type. Principals of types of schools containing higher grades generally spent more time than principals of lower graded schools on all activities except teaching classes. And on this activity they spent less time.

School district type. Urban school principals gen-

erally spent more time than non-urban principals on the activities of: meeting with students, doing evaluative office work, meeting with staff, visiting classrooms, and meeting with parents.

Non-urban principals generally spent more time attending school sponsored activities and teaching classes than urban principals.

Public school principals generally spent more time than separate school principals on the activities of conferring with assistants and attending meetings outside the school.

Rural separate school principals generally spent more time than all other categories of principals on the activity of acting as a substitute. Town separate school principals spent the least amount of time on this activity.

Participation in CSA. Principals who were more active in the affairs of the Council on School Administration generally spent more time than all other principals on all activities other than teaching classes. On teaching classes they spent less time than other principals.

Administrative preparation. Principals with more administrative preparation generally spent more time than

other principals on all activities other than teaching classes. And on teaching classes they spent less time than other principals.

Total educational preparation. Principals with more total preparation generally spent more time than other principals on all activities except teaching classes. Again, on teaching classes they spent less time than other principals.

Administrative experience. Principals with greater administrative experience generally spent more time than other principals on all activities except teaching classes, on this they spent less time.

Total educational experience. Principals with more total experience generally spent more time than other principals on all activities other than teaching classes, on this they spent less time.

Although it was not the purpose of this study to analyze the degree of intercorrelation among these variables, a considerable amount of intercorrelation is suspected. For example, the principals who spent the least amount of time upon the activity of teaching classes are in the main probably the same group who administrate the larger schools which contain the higher grade levels. In addition,

they are probably the more active members of the Council on School Administration, and very likely they have more administrative preparation, more total education, and, as a group, more experience in education and administration than other principals.

Perhaps it can be inferred from this that principals with more professional preparation and experience have tended to gravitate into schools which are larger in size and which contain generally higher grade levels. On the other hand, it seems equally plausible that principals with less professional preparation and experience have tended to move into smaller sized schools (most of which are found in rural locations) and into schools containing generally lower grade levels. Once established, these speculations about the probable intercorrelation of the variables of this study could help to explain why the latter categories of principals spend more time than the former categories on the activity of teaching classes.

Preferred Role

Another major purpose of this study was to examine the judged significance attributed to the activities of principals in an attempt to describe the principal's preferred role and to discover if it is related to variations in the situational, professional, or the personal character-

istics of the principals.

Based on the judged significance attributed to all the activities of principals, no significant difference was observed among any of the selected categories from each of the predictor variables investigated. However, when the principal's preferred role was broken into its component activities and tested for the relationship that the judged significance of each activity bore to selected predictor categories, significant contingencies were discovered in about twenty-four percent of the Chi square tests conducted.

A summary of the contingencies between the item by item activities of principals and selected categories of principals according to the eight predictor variables is shown below.

School size. Principals of larger schools generally considered all activities except teaching classes more important than did principals of smaller schools. They considered this activity less important.

School Type. Principals of types of schools containing higher grades generally considered all activities except teaching classes more important than principals of schools containing lower grades. This activity they considered to be less important.

School district type. Urban principals generally considered the activity of conferring with central office staff as more important than did non-urban principals.

Non-urban principals generally considered the activities of checking on the operation of the school plant and teaching classes as more important than did principals of urban type districts.

Public school principals generally considered the activity of visiting classrooms as more important than did separate school principals.

Participation in CSA. Principals who were more active in the affairs of the Council on School Administration generally considered more important than did all other principals all activities except teaching classes. This activity they considered less important.

Administrative preparation. Principals with more administrative preparation generally considered more important than did other principals all activities other than teaching classes which they considered to be less important.

Total educational preparation. Principals with more total preparation generally considered more important than

did other principals all activities other than teaching classes which they considered less important.

Administrative experience. Principals with greater administrative experience generally considered more important than did other principals all activities other than teaching classes which they considered less important.

Total educational experience. Principals with greater total experience generally considered more important than did other principals all activities other than teaching classes. This activity they considered less important.

A very interesting observation may be made regarding these Chi square results. On the one hand, significant contingencies were found for about fifty percent of the tests made on the individual activities comprising the principal's performance role; on the other hand, fewer than half as many significant contingencies were found for the tests made on the individual activities comprising the principal's preferred role. This quantitative difference invites a speculative explanation.

One plausible interpretation that might be entertained has to do with the question of conformity. Principals in general may hold a vast array of concepts of how each one would like to perform as a principal. But when he is

immersed within the pressures and realities of his daily duties, the principal may sense many demands imposing on him. For example, all of those things ranging from reference group expectations to regulatory printed matter may lead the principal towards uniformity of performance. In other words the total effect of the convergence of these pressures and expectations may tend to force him to behave according to a set of pre-influenced patterns. The net result may be that while these forces lead to uniformity in the principal's performance role, they do not have the same impact upon his preferred role. Therefore, the difference between the two sets of Chi square results based on the situational variables tend to suggest that principals who are in similar situations "see" a wider and more divergent role in their minds, but the many drives for uniformity tend to regulate and prescribe the actual behavior of the principal in his performance role.

From another viewpoint, individual principals may have developed conceptions of their preferred role from the extent of their studies of general education and administration, from the influence of their professional organization upon them, or, possibly from the combined effect of both. In any case, principals generally appear to behave as though their duties were rigidly prescribed in spite of the fact their duties are not clearly set out in

writing. Perhaps they are being influenced by a set of duties which are subtly conveyed to them, but which are amplified in the principals' minds because of the expectations sensed by them from their working environment. By analogy, these principals appear to generate their personal performance roles along an irregular path contained between two diverging lines with a common origin: 1) traditionalism seems to be the base line whose length is a product of time, and it represents traditional type responses in the principals' performance roles, and 2) the preferred role seems to be the upper limit line representing responses of a non traditional style. The amount by which the upper limit line curves and diverges from the straight base line seems to be dependent upon the principals' total training and professional association more than anything else.

Somewhere between these two lines principals trace their personal performance profiles, zig-zagging between traditional type behavior and "new style" behavior. Overall, the profiles are independent of various categories of principals. But activity by activity, some of their responses seem to be categorically distinguishable. The upper limit line which represents the preferred role, is developed by professional exposure, i.e., books, training and association, and it beckons the non-traditional responses to duties; the base line, which is preserved by tradition, induces uniformity in the principals' responses to their duties.

Role Congruence

A third purpose of this study was to determine the extent of congruence existing between the principal's performance role and his preferred role by application of the Spearman's Rho rank correlation method.

As a result of this analysis, no significant correlations were found between the performance profile of principals and the preferred profile for most of the categories investigated. In fact, the use of the Spearman's Rho technique for this purpose revealed correlations significant at the .01 level between only six of the thirty-nine categories included in this study. The significant results found in the six cases represent the following categories: small schools, rural and village (public and R.C. separate) school districts, principals who are inactive in CSA sponsored activities (some of whom are likely not even members of the CSA), and principals with less than four years of teacher education. In eighteen of the remaining thirty-three categories nearly significant congruence was found between the performance and preferred roles of principals. These eighteen categories were significantly congruent at the .05 level; but, they failed to meet the pre-set alpha level of .01 for acceptable congruency.

This is no inconsequential finding. On the contrary,

the finding lends support to the speculation by Ewasiuk who suggests there may be "wide discrepancies between what principals indicate the behavior of a principal should be and how they themselves behave."¹ Two of the eight predictors in this study clearly display rather interesting patterns of role congruence among their categories. The first variable, based on the total amount of education in the principal's preparation shows an inverse trend between the extent of his educational background and the extent of his role congruence. Presumably then, as principals increase their educational preparation they reduce the extent of congruence between their performance and preferred roles. The second variable, reflecting the extent of the principal's participation in his professional organization, also shows an inverse relationship among the categories between the extent of his participation and the extent of his role congruence. As principals increase the amount they participate in CSA affairs they reduce the amount of congruence between their two roles.

According to the responses made by the total sample, the rank-orders assigned for time spent on some activities appears to be considerably inconsistent with the degree of importance attached to them. The more conspicuous examples

¹Daniel Ewasiuk, "The Relationship of Role Perception of Principals to Selected Characteristics of Schools and Principals" (Unpublished Master's thesis, University of Alberta, Edmonton, 1966), p. 123.

of this apply to the activities of general office work, teaching classes, meeting with teachers, and attending sponsored activities. On the one hand, while considerable time was reportedly spent on these activities, on the other hand, relatively less importance was attached to them.

Table XXVII compares the decreasing order of priorities assigned by the total group of principals to the activities in their performance role and their preferred role.

Tests of the hypotheses showed that neither the performance nor the preferred role of the principals was significantly related to any of the predictor variables studied. On the same data the Kendall's W test showed high coefficients of concordance for all variables. However, some interesting speculations may be made about the coefficients of concordance on the premise that the lower coefficients reflect greater across-category variation, and vice versa. Therefore, on the one hand the greatest across-category variations in the performance role of principal appeared under the situational variables, i.e., school size, school type, and type of school district. The least across-category variation for the actual role is associated with administrative preparation, and participation in CSA.

The greatest across-category variations in the pre-

TABLE XXVII

ORDER OF ACTIVITIES IN PREFERRED AND
PERFORMANCE ROLES OF PRINCIPALS

Preferred Role of Principals Based on Descending Order of Importance of Activities (N = 707)	Performance Role of Principals Based on Descending Amount of Time Spent on Activities (N = 707)
Office work: evaluating	Teaching classes
Meeting with teachers	Office work: general
Meeting with students	Office work: evaluating
Meeting with staff	Meeting with students
Teaching classes	Meeting with staff
Conferring with assistants	Meeting with teachers
Attending (external) meetings	Conferring with assistants
Meeting with parents	Attending sponsored activities
Visiting classrooms	Attending (external) meetings
Conferring with central staff	Meeting with parents
Office work: general	Visiting classrooms
Attending sponsored activities	Checking on operation
Checking on operation	Conferring with central staff
Acting as a substitute	Acting as a substitute

ferred role of principal appeared under the following variables; size of school, total educational preparation, grade levels, and types of districts; the least across-category variation for the preferred role is associated with administrative experience.

Therefore, the greater variations appear to be generally associated with the situational variables, while the lesser variations appear to be allied with the professional characteristics of principals for both of their roles. From this it would appear that there is less uniformity of behavior and less consensus of opinion among the principals based upon the categories within the situational variables. A similar pattern of discrepancy occurred when attempts were made to correlate the performance roles and preference roles with each other. In the case of the variables based on the professional characteristics of principals, uniformity of behavior appeared to be more prevalent, consensus of opinion appeared to be more definite and role congruence seemed to occur in clearer patterns. These observations were most prominent in the variables related to professional preparation and participation in the principal's professional organization; and they appeared to be less prominent in the personal variables, i.e., the variables based on teaching and administrative experience.

CONCLUSIONS

The hypotheses in this study were addressed to two main questions. First, is the performance role of principal significantly related to any of the predictor variables investigated? Second, is the preferred role of principal significantly related to any of the predictor variables investigated? In addition, a further extension of the study was addressed to the question of congruence between the performance and the preferred profiles of the principal.

Conclusions Relating to the Hypothesis

Separately, neither the performance role nor the preferred role of principal varied significantly with the predictor categories examined under each variable of this study; however, for both of the role profiles, some of the individual activities comprising the roles were found to be related to a number of the categories investigated.

Individually, the activities comprising both the performance and the preferred profiles of principals did show a frequently recurring relationship: the principals of larger schools, of the schools containing the higher grade levels, or who were most active in the affairs of the CSA, who were more extensively trained, and who were more experienced generally spent more time and attached more

importance than any other category of principal to all activities except the activity of teaching classes. No other trend was as clear nor as pronounced as this one. It seems the role of principal is categorically different and distinct from the role of teacher, a point which a number of principals have confused, i.e., principals of smaller schools containing lower grade levels, inactive in the CSA, less highly trained, and relatively inexperienced.

While it is easy to understand the case in larger schools and in schools containing higher grade levels, it is interesting to note that the principal who takes the most active part in his professional association and the better trained principal appear to de-emphasize the time and importance attached to the activity of teaching classes. Consequently, on the one hand, if there is something such as the traditional role of principal, it seems to gravitate around the following situational categories: the smaller schools and schools with lower grades. Also, it seems to gravitate around the following personal and professional categories: the principals who have less total education, the principals who are relatively inactive in the CSA, and the principals who have little or no administrative experience. On the other hand, if there is "a new image of principal",² then it appears to prevail around those categories

²Supra, P. 7.

which reflect the larger schools, schools with higher grades, the more highly educated principals, the principals who are active in the CSA, and the principals who have relatively more administrative experience. However, the traditional role is not distinctly different from the new image role. The difference between them appears to be not one of type, but of degree, and it seems at best an incomplete transition because no significant differences emerged as a result of this research. However, significant variations do exist among some of the activities which comprise the role of principal, and this appears to be the main reason supporting Enns' impression that the role of principal has not in fact changed very much.³

With regard to the correlation between the performance and preferred roles, the variables of total educational preparation and participation in the principals' professional organization are the two main predictors of role discrepancy, i.e., less uniformity. A lesser predictor of this tendency is the size of the school in which the principal works. In these cases, it is likely that the more educated the principal is the more likely he is active in the affairs of his professional organization, and further, the more likely he will be in charge of the larger schools. The converse of this is likewise apparently true: the less educated

³Supra, P. 3.

principals are less likely to participate in their professional organization and they are more likely to be found in charge of smaller schools. The latter case appears to be supported by the high degree of role congruence found for principals of rural and village public schools and rural and village separate schools. But one exception was noted: principals of the type of schools containing grades IX-XII also indicated attachment to this classification by the high degree of role congruence they displayed.

The predictors based upon school type, school district type, administrative preparation, administrative experience, and total experience in school systems did not show any clear trends towards role congruence within them.

FURTHER RESEARCH

The findings of this thesis invite a study to be made of the relationship between the "new image" principals and the factors in their environment which inhibit them from fully translating their role perceptions into their actual day to day job. It should be interesting, indeed, to learn what factors, if any, are influencing those categories of principals, such as the more highly trained principals, and the ones who are most active in the affairs of the CSA, from modifying their actual performance role to bring it more in line with the concepts they hold for their

tasks or activities as they imagine them within their preferred role.

It does seem paradoxical that, on the one hand, these principals display more role incongruence than the categories of less experienced and less trained, and therefore, younger principals. Yet, on the other hand, the former categories appear to entertain a broader view of their actual role than the latter categories.

This observation generates many questions. For example, one is led to wonder if this role incongruence is due to hurdles produced by various reference groups who compel the principal to conform to a prescribed performance role which serves to hold the progressive principal in check. Or, does a principal in these categories accumulate such a large repertoire of ideas due to his professional growth that he simply outgrows the confines of contemporary educational systems? Or, does a principal in these categories continue to experience perceptual growth while he simultaneously experiences a retrenchment of the enthusiasm he needs to implement his ideas?

Moreover, an additional set of questions emerges from the phenomenon of role congruence between the principal's preferred and performance profiles and its relationship to satisfaction: first, do principals experience significantly

different degrees of job satisfaction based upon categories of rôle congruence? Second, is the degree of job satisfaction of teachers significantly related to categories of principals based on role congruence? And third is the extent of student productivity significantly related to similar categories as above? A serious examination of these and other questions appear to have merit.

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APPENDIX A

SECTION A ACTIVITIES: TIME DEMANDS

Please use the following key to indicate on the answer sheet how many hours per week on the average that you devote to each of the activities listed below. Since the list is not exhaustive, the total amount of time is not assumed to be an accurate indication of the total amount of time which you devote to your work.

- (1) None or no time; (2) Less than one hour;
(3) One to two hours; (4) Three to five hours;
 (5) More than five hours

1. Meeting with students individually and in groups for guidance, advisory, or disciplinary purposes.
2. Office work: general correspondence, reports, memos, requisitions, and so forth.
3. Office work: evaluating, reviewing, and planning the school program; scheduling and organizing.
4. Meeting with groups of teachers for various purposes.
5. Attending school related or school sponsored activities such as athletic and drama events, or home and school meetings.
6. Conferring with assistant principals, department heads, and other administrative or specialist personnel in your school.
7. Attending meetings of principals and other administrative personnel in the school system, including board meetings.
8. Conferring with central office personnel or supervisors about the school.
9. Visiting classrooms within the school while instruction is taking place.
10. Meeting with teachers individually to discuss plans, problems and activities.
11. Checking on the operation of the school buildings, the work of the custodial staff, and the operation of school buses.
12. Meeting with parents or other community groups.
13. Teaching classes to which you are assigned on a regular basis.

14. Taking over classes for teachers who are absent, or to enable them to attend meetings, and so forth.

SECTION B ACTIVITIES: SIGNIFICANCE

Please use the key which follows to indicate on the answer sheet how important or how significant you consider each of the following activities to be in your general duties as principal of your particular school.

- (1) Of extreme importance (2) Of considerable importance
(3) Of moderate importance (4) Of little importance
(5) Of no importance or not applicable

15. Meeting with students individually and in groups for guidance, advisory, or disciplinary purposes.
16. Office work: general correspondence, reports, memos, requisitions, and so forth.
17. Office work: evaluating, reviewing, and planning the school program; scheduling and organizing.
18. Meeting with groups of teachers for various purposes.
19. Attending school related or school sponsored activities such as athletic and drama events or home and school meetings.
20. Conferring with assistant principals, department heads, and other administrative or specialist personnel in the school.
21. Attending meetings of principals and other administrative personnel in the school system, including board meetings.
22. Conferring with central office personnel or supervisors about the school.
23. Visiting classrooms within the school while instruction is taking place.
24. Meeting with teachers individually to discuss plans, problems and activities.
25. Checking on the operation of the school building, the work of the custodial staff, and the operation of school buses.
26. Meeting with parents or other community groups.
27. Teaching classes to which you are assigned on a regular basis.

28. Taking over classes for teachers who are absent, or to enable them to attend meetings and so forth.

SECTION J PERSONAL AND SCHOOL DATA (1)

77. Your sex (1) Male; (2) Female.
78. How much graduate work have you done in educational administration:
- (1) Have taken no graduate course in educational administration;
 - (2) Have taken some graduate courses;
 - (3) Hold a Diploma in Educational Administration;
 - (4) Hold a graduate degree in educational administration.
81. How many CSA sponsored activities have you attended within the past two years:
- (1) none; (2) one; (3) two; (4) three; (5) four or more.

SECTION K SCHOOL AND PERSONAL DATA (2)

1. What grades does your school include? Select the response category which most closely describes your school.
- (1) Grs. 1 to 6; (2) Grs. 1 to 7 or 8;
 - (3) Grs. 1 to 9; (4) Grs. 1 to 10 or 11;
 - (5) Grs. 1 to 12; (6) Grs. 7 to 9;
 - (7) Grs. 7 to 12; (8) Grs. 9 to 12;
 - (9) Grs. 10 to 12.
3. How many full-time teachers are there in your school:
- (1) 4 or fewer; (2) 5 to 9;
 - (3) 10 to 14; (4) 15 to 19;
 - (5) 20 to 24; (6) 25 to 29;
 - (7) 30 to 39; (8) 40 to 49;
 - (9) 50 or more.
4. In what type of administrative unit is your school included:
- (1) School Division; (2) County;
 - (3) City Public School District; (4) City R. C. Separate;
 - (5) Town Public; (6) Town R.C. Separate;
 - (7) Village or Rural Public; (8) Village or Rural Separate;
 - (9) Other; Protestant, Separate, Consolidated, etc.

7. Counting the present school years, what is the total number of years of experience you have had as teacher and principal?

- | | |
|-----------------------|---------------------|
| (1) 4 years or less; | (2) 5 to 8 years; |
| (3) 9 to 12 years; | (4) 13 to 16 years; |
| (5) 17 to 20 years; | (6) 21 to 24 years; |
| (7) 25 to 28 years; | (8) 29 to 32 years; |
| (9) 22 years or more. | |

8. Counting the present school year, what is the total years of experience you have had as principal?

- | | |
|-----------------------|---------------------|
| (1) 1 year; | (2) 2 or 3 years; |
| (3) 4 to 6 years; | (4) 7 to 9 years; |
| (5) 10 to 12 years; | (6) 13 to 15 years; |
| (7) 16 to 18 years; | (8) 19 to 21 years; |
| (9) 22 years or more. | |

11. What is the extent of your total academic and professional preparation beyond high school in a normal school, teachers' college, and/or university?

- | | |
|------------------------------|-------------------------------|
| (1) less than 2 years; | (2) 2 years but less than 3; |
| (3) 3 years but less than 4; | (4) 4 years but less than 5; |
| (5) 5 years but less than 6; | (6) 6 or more complete years. |

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